

Sierra

EDUCATIONAL NEWS

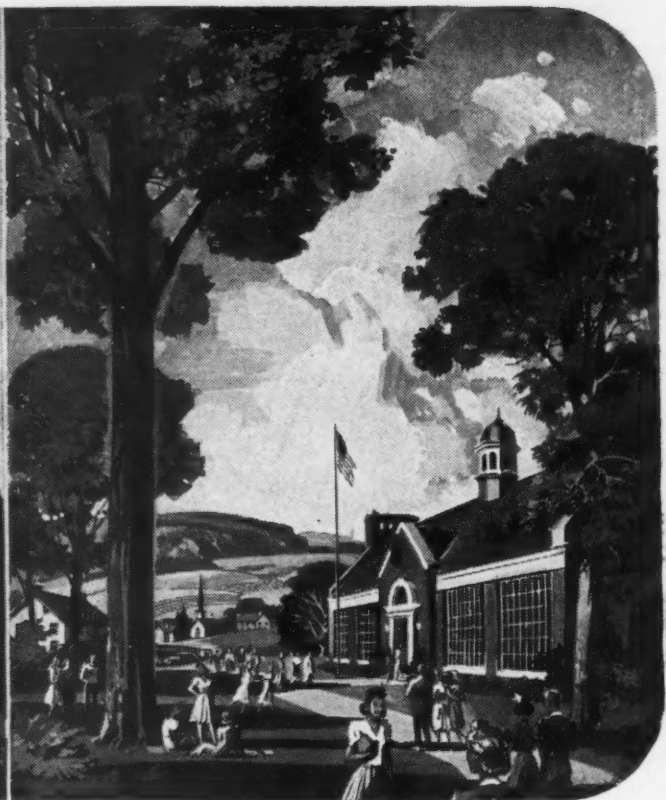
California Teachers Association is responsible for

1. The highest minimum-salary law for teachers in the United States.
2. It is responsible for the provision in the State Constitution which makes the support of the public schools the first business of the State by providing that schools shall have first claim upon the State treasury. This guarantees a standard educational program for every child in California.
3. Control of the school budget by the governing board of each school district. The budgets are not subject to reduction by non-educational political authorities.
4. Strong tenure protection and continuing contracts, resulting in better teaching conditions.
5. Sabbatical leave.
6. Sick-leave with pay for not less than 5 days in a school year, cumulative to not less than 25 days in 5 years or more.
7. The privilege of exchanging teachers with other districts of California, other states, and other countries.
8. The first State-wide Teacher Retirement Law in the United States.

Only California of all the States has all of these progressive laws for its teachers. These provisions have been responsible in great measure for the high standards of attainment of California Public Schools.

here are 36,250 copies of this issue . . . NOVEMBER 1943

CALIFORNIA TEACHERS ASSOCIATION



From the largest city to the smallest town high school seniors have equal opportunity in the Science Talent Search

The Third Annual Science Talent Search has now begun. Sponsored by Westinghouse and conducted by Science Clubs of America, this competition is open to young men and women in the senior class of every high school and preparatory school in the United States. Scholarships ranging from \$100 to \$2400 will be awarded.

Outstanding students in your graduating class deserve the opportunity to compete for these scholarships. Formal science courses are extremely helpful, but not necessary. Winners are selected solely on the basis of their aptitude for creative achievement in science.

Contestants are required to take a science aptitude examination and to write a 1,000 word essay. The essay subject this year is "My Scientific

Project." The essay should tell what the student is doing or plans to do in the way of experimentation or other research activity.

Records of those who received Westinghouse Science Scholarships or honorable mention in 1942 and 1943 show that winners come from all parts of the country, from private preparatory schools and public high schools, from graduating classes of less than 20 students to more than 1,000. There is equal opportunity for every senior who has the ability.

For full information concerning the Third Annual Science Talent Search, write to Science Service, 1719 N Street, N.W., Washington (6), D. C., or to School Service, Westinghouse Electric & Manufacturing Company, 306 Fourth Ave., P. O. Box 1017, Pittsburgh (30), Pa.

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CTA Placement Service: Earl G. Gridley, 2207 Shattuck Avenue, Berkeley, 4;
phone THornwall 5600; Carl A. Bowman, 408 South Spring Street, Los Angeles,
13; phone TRinity 1558.

NUTRITION BOOKSHELF

BETTER EATING FOR WARTIME LIVING: A SELECTED NUTRITION BOOKSHELF FOR CALIFORNIA ELEMENTARY AND SECONDARY TEACHERS

Joseph Burton Vasche, Modesto

Food is our Nation's First — and Strongest Line of Defense!

ONE of the most frequent requests from busy teachers in recent months has been for good materials in the field of Nutrition.

The following selected titles represent those chosen from the long list of publications submitted by the major book companies of the United States. Each title included here, has been chosen after careful examination for its practicability to the classroom teacher, and for its authenticity.

Every book in this list can be of definite value to the teacher who is now presenting instruction in this vital learning field. One good approach is

the development of a central Nutrition Library, with these titles as basic acquisitions.

Baxter, Laura; Justin, Margaret M.; and Rust, O. Lucile, *Our Food*, J. B. Lippincott Company, 1943, 218 pp.

Budlong, Bernice, *Let's Cook*, published by the author, San Jose City Schools, 1942, 116 pp.

Calvert, Maude Richman; and Smith, Leila Bunce, *First Course in Homemaking*, Turner E. Smith and Company, 1942, 555 pp.

Davis, Adelle, *Vitality Through Planned Nutrition*, The Macmillan Company, 1942, 524 pp.

Duncan, A. O., *Food Processing*, Turner E. Smith and Company, 1942, 544 pp.

Gillum, Lulu W., *Food Studies*, Gillum Book Company, 1935, 624 pp.

Harris, Florence L.; and Henderson, Ruth A., *Let's Study Foods*, Little, Brown and Company, 1942, 372 pp.

The Home Packed School Lunch, Department of Public Health, Bureau of Maternal and Child Health, State of California.

Kennedy, Ada, *Food Study Manual*, The Manual Arts Press, 1927, 76 pp.

Kinyon, Kate W.; and Hopkins, L. Thomas, *Junior Foods*, Benj. H. Sanborn and Company, 1941, 362 pp.

New York Herald-Tribune, *Young America's Cook Book*, Charles Scribner's Sons, 1942, 274 pp.

Teaching Nutrition

Rose, Mary Swartz, *Teaching Nutrition to Boys and Girls*, The Macmillan Company, 1941, 198 pp.

Sherman, Henry C.; and Lanford, Caroline S., *Essentials of Nutrition*, The Macmillan Company, 1943, 442 pp.

Silver, Fern, *Nutrition*, D. Appleton-Century Company, 1942, 168 pp.

Stone, Harriet, *The Meaning of Nutrition*, Little, Brown and Company, 1943, 64 pp.

Taylor, Demetria, *The Nutrition Handbook*, Doubleday, Doran and Company, 1942, 231 pp.

United States Office of Education, *Food For Thought: The School's Responsibility in Nutrition Education*, Pamphlet 22, Education and National Defense Series, Federal Security Agency, Washington, D. C., 1941,

32 pp. Order from Superintendent of Documents, Washington, D. C.

Winn-Smith, Alice B., *Thrifty Cooking For Wartime*, The Macmillan Company, 1942, 147 pp.

Nutrition materials available from Agricultural Extension Service, University of California Department of Agriculture, and United States Department of Agriculture, cooperating, or from your local Farm Adviser's office:

Nutrition Program For Defense: Checking Food Values of the Daily Diet.

From the "Nutrition Bookshelf" LET'S STUDY FOODS

HARRIS and HENDERSON

This is a comprehensive elementary foods text. Built throughout on the scientific facts of nutrition, it is as interesting to read as it is profitable to study. Fully illustrated and equipped for basic classroom use. \$1.68

THE MEANING OF NUTRITION

HARRIET STONE

This colorful booklet tells exactly what nutrition is, what the factors in good nutrition are, and its importance to Americans. It is one of the *Home Economics Series* edited by Helen Judy Bond and written by experts on the special topics. 44 cents

Other New Books in Essential Subjects YOUR ENGLISH

CARTER and HUNTER

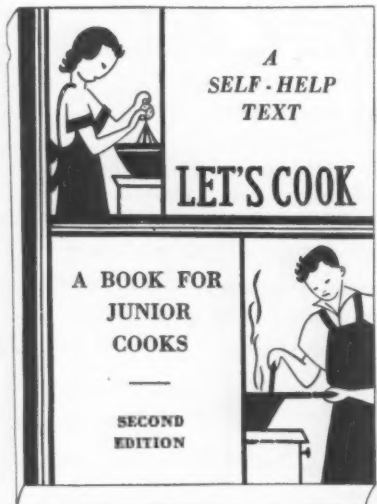
This series on the fundamentals of language for pupils in the seventh, eighth and ninth grades is built on the experience of recent years — that learning the English language requires concentration, application, and drive toward well-visualized goals. Books I and II, each \$1.20; Book III, in press.

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Bernice Budlong
*Director of Home Economics,
San Jose*

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FOR SALE BY AUTHOR
747 Miller Street
San Jose (11), California

Nutrition Program During War: Drying of Vegetables and Fruits in the Home.

Food Selection Check Sheet: What Did You Eat Yesterday?

Nutrition Program During War: Freezing Storage.

Nutrition Program In War: Home Bottling and Canning of Fruit Juices, Including Tomato Juice.

Nutrition Program During War: Home Canning.

Nutrition Program During War: Saving Food Values, 2: Handling and Preparation on Final Food Value.

Nutrition Program During War: Saving Food Values, 3: Using and Preserving Food in the Home.

Teachers will find other excellent materials in the various textbooks in health education, in the many good articles on Nutrition now appearing in both professional and general magazines, and in booklets distributed by health agencies and insurance companies.

A FILE of such information might well be a cooperative venture of all staff members, requiring little time of any one person, yet paying big dividends, in the form of an abundance of excellent instructional materials, to all teachers. An occasional group meeting, particularly in the early stages, will lead to the final development of the complete, functional program in Nutrition that is so needed at all levels, primary grades through the secondary and adult classes.

How War Is Changing Pacific Area Markets, an important timely mimeographed survey, issued by Pacific Advertising Association, is of interest to all California teachers in the field of commercial and business education.

Section 1 comprises articles by nationally-known experts; Section 2 is a handbook of wartime marketing information.

Price \$1, address Pacific Advertising Association, 337 Monadnock Building, San Francisco, 5.

Simplified Physics, by Small and Clarke, a clear explanation of modern science with easily made apparatus and many simple experiments, 440 pages, profusely illustrated, price \$3, is published by E. P. Dutton & Co., 300 Fourth Avenue, New York City.

Fiesta in Mexico

MEXICO continues to measure up to the most critical travel standards at any season, but the Christmas holidays pay extra dividends.

It is then that Mexico's fiesta spirit blossoms out—in posadas, in native dances, pageants, fireworks.

With the fiesta spirit in mind, Albertsen-Lopez Tours offer a 3-week Holiday Air Tour to Mexico. The itinerary is one of the best and full of little extras.

The Air Tour leaves Los Angeles December 18; those who prefer the train leave December 14 and join the tour in Mexico City.

A fare of around \$490 covers all expenses. By omitting a part of the itinerary, it may be made for about \$400.

A folder giving details of the tour will be sent on request.

Safety Education was the theme of a project by American Association of Teachers Colleges, in cooperation with National Safety Council, designed to stimulate the teaching of safety education in teacher-training institutions throughout the United States; Charles W. Hunt of State Teachers College, Oneonta, New York, is secretary-treasurer of the American Association of Teachers Colleges.

October issue of The Instructor, a teachers magazine of national circulation, contains contributions by the following California teachers,—Henrietta Holland, San Bernardino; Mrs. Hazel Lee Miller, Oakland; Mrs. Nell Goodale Price, Los Angeles; Mrs. Alice Cook Fuller and Mrs. Nona Keen Duffy, both of Berkeley.

Teachers and the War

PUBLIC School Teachers Association of Baltimore recently honored teachers of that city no serving in the Armed Forces by a ceremony which included the dedication of a service flag and an address by a Colonel of the United States Army Air Forces. Many schools have held, or are planning similar observances.

There are thousands of teachers in the Armed Forces and auxiliary services. Some of them will be recipients of marks of distinction of some kind.

DO YOU KNOW A TEACHER WHO HAS BEEN DECORATED FOR VALOR OR RECEIVED SOME OTHER OUTSTANDING HONOR FOR SERVICE IN THE WAR EFFORT?

Not only members of the profession, but laymen as well, will be interested in what teachers have done and the awards they have received.

If you have information about the unusual service of a teacher, please send a 300-word story describing it to Office of Public Relations, National Education Association, 1201-16th Street, NW, Washington 6, D.C.

Music had to grow up too!

Operas, tone-poems and symphonies developed from simple folk-tunes, dances and legends of the people.

This interesting story of the influence of Folk Lore and music on classical forms will be the coming month's theme of The Standard School Broadcast. Tune in Thursday mornings at 11:00 to 11:30 over the Mutual-Don Lee Network.

These morning music enjoyment broadcasts are closely connected with The Standard Hour broadcast Sunday evenings, 8:30 to 9:30 P.M., PWT.



Program Schedule

Nov. 18—Folk Song to Opera
Dec. 2—Folk Story to Tone Poem
Dec. 9—Folk Dances to Symphony
Dec. 16—Folk Music vs. The Classics

FREE TEACHER'S MANUAL is available to any accredited Pacific Coast teacher, and to adult listening-group leaders who use it in conjunction with group-listening to the broadcast. For Request Cards write Standard School Broadcast, 225 Bush St., San Francisco.

STANDARD SCHOOL BROADCAST

Standard Oil Company of California



Material on China

DR. James L. McConaughy, former president of Wesleyan University, and now president of United China Relief, announces a unique and valuable service to teachers and students throughout the country. This

service provides material for the study of China and the Chinese.

American schools today have a graver and more far-reaching responsibility than ever before. Theirs is the task, and the duty, of preparing the present generation of boys and girls, tomorrow's citizens, for the work of reconstructing a livable world from the present chaos. It is the destiny of these boys and girls to find themselves in a rapidly-changing world, a world in which decisions can be justified only when based upon extensive knowledge and understanding.

In order to facilitate the study of China, United China Relief is placing at the disposal of tomorrow's men and women, and their instructors, certain material not readily available from other sources. It includes study guides for both elementary and secondary schools, as well as reading lists, films, recordings, and pamphlets of general information.

These pamphlets were prepared and printed by means of a special subsidy given to United China Relief for this specific purpose. No part of the expense comes out of contributions. Nor is there any appeal for funds made in this literature. Already nearly 5,000 schools have availed themselves of this opportunity. It has been sent to schools in 44 states and 3 foreign countries. Josephine Duvall is chairman of the writers committee.

— United China Relief

Some of these pamphlets are distributed free of charge; for others there is a nominal fee. Teachers are invited to write to United China Relief, 1790 Broadway, New York City 19, for the order-sheet which gives information about this material.

New Books

For Young People

Laura B. Everett, Oroville

THE Tangled Web by Estelle Urbahns is a new story by a well-known writer of juveniles. Children will love it. It is a child's problem with a child's solution. Lui Fen's struggle to restore Perfect Little Teapot gives the young reader a sense of achievement. The story has an authentic Chinese background, of value in our present sympathy for China. A delightful aid to classroom interest. E. P. Dutton; \$1.75.

The House Between, A Story of the 1850's, by Ethel Parton, is a rollicking story full of real interest and fun. Cassy Powlett lived in the house next but one to the one where Derry and Flora and Fidelia Pettiboy lived. They were cousins and their fathers were law partners. The house between them was empty.

When Mrs. Cap'n Tatum — they call her Aunt Vanthy — buys the house for her brother-in-law, Joel Tatum, who is in California, things begin to happen. The children find much pleasure in watching the ready-made family which assembles in the big house to greet the unsuspecting Joel when he returns. The House Between will encourage the reading habit. Viking Press; \$2.

It Depends On You!

No matter where Americans wander,
They stay brothers under the skin.
Deep feelings shine in homely places,
Our little towns are kith and kin.

What do these verses add up to? American! it depends on you.

Primer for America, by Robert P. Tristram Coffin, is full of rhymes that may be read to classes. They are well-adapted to those minutes when the bell is about to ring. Their honest phrasing, their wit and shrewd wisdom will catch those who don't like poetry. They may find out later that the man who says he came from the jumping-off place, is a professor at Bowdoin College, Brunswick, Maine, and has given courses of lectures at such universities as Indiana and Johns Hopkins. Macmillan; \$2.

Lucy Ellen's College Daze, by Frances Fitzpatrick Wright, is a delightful book for the early teens, one that fathers and mothers and teachers will smile over. It is one of the present moment, with First Aid in

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action. Mrs. Roosevelt as a college visitor, and the Army holding maneuvers on the farm at home. Farrar & Rinehart; \$2.

Handkerchief Holiday, by Fjeril Hess, is an interesting story of Americanization. Marcy Curtis, a young high school teacher whose fiancé has entered the Service, goes from Colorado to a New York Center. She makes pleasant friendships among the immigrant women, who gradually discard their former customs for those of their new country. Symbolic of the change, they take a holiday from the head kerchiefs they have worn. Macmillan; \$2.

When Jefferson Was Young, by Mabel Ansley Murphey, is an admirable biography of the young Jefferson, so engagingly written that the youthful reader will absorb its accurate atmosphere unconsciously. Mrs. Murphey has done an excellent piece of work in this timely biography. It is one of the Young America Books. Albert Whitman; \$2.

Young Cowboys at the Broken Arrow, by Marion R. Bell and Donna M. Geyer, is a lively story of a group of city boys who spend the summer at the Broken Arrow Ranch in Wyoming. They work out their theory regarding the continued disappearance of cattle. The authors are Westerners, who know their mountains, and the readers will learn much about camping, riding, and breaking horses. The action is interesting and the conversation is original and amusing. Harve Stein's excellent illustrations add interest. Albert Whitman; \$1.75.

Polkadot of the Flying M Ranch, by Elizabeth Derr Davisson, is a delightful portrayal of the life of a pet deer. Incidentally, it shows, too, the habits of the wild deer and the ways of older ranch life. The 15 exquisite drawings are by Theresa Kalab. Dutton; \$2.

* * *

Shopwork Fundamentals

Henry Holt and Company, with California office at 536 Mission Street, San Francisco, have issued Fundamentals of Shopwork, a pre-induction course by Swartz, Gunerman and Lafon, prepared at request of War Department and U. S. Office of Education, in compliance with official pre-induction training-course outline PIT 103. This substantial illustrated text, of nearly 500 pages, presents a one-semester course for grades 11 or 12, by three authors thoroughly familiar with their field; price \$1.60.

A 16-page Teachers Manual and Answer Book is also available.

Conquest of Middle Age

Review by Ina Sires Eggeling, Teacher,
Hollenbeck Junior High School,
Los Angeles City

THE RED TURBAN, by Irene Wilde. Live-right, 386-4th Avenue, New York City. 1943.

THE Red Turban is a novel written around the theme that living is a fine art that must be studied and practiced like any other art. The central character, Gabriella Wren, middle-aged and dogged by a sense of failure, refuses to settle down in a mental rocking-chair.

The romance of middle-age is interwoven with a story of young love which gives the book a promise of wide appeal. The characters of the book are different from the run of the mill. They have individuality and are so clearly drawn the reader feels he could pick them out on the streets of any city.

Brilliant Conversation

The conversation is thoughtful and at times brilliant. Gabriella's conversation with the mirror in which she quotes the satirical ten commandments of age is a notable example:

"Thou shalt have fixed opinions.
Thou shalt wag thy head and look wise.
Thou shalt talk overmuch.
Thou shalt cherish an ailment.
Thou shalt become a bore."

It is a haunting book. The author has woven a spell. It is also a quotable book.

Running through the story is an enlightening contrast between the ideals and poetry of the East and the speed of the flashing brilliant life of the moving-picture colony in Hollywood.

This novel provides a useful mental B Complex vitamin that builds morale—that carries the conviction that the human spirit cannot be conquered by obstacles or inertia. Portraying courage and color at a time when men and women are called upon to face life with more than usual courage, the book is especially timely. It provides a welcome relief from a panorama saturated with the realism of global war.

Los Angeles Teacher

Miss Wilde is a former teacher in Los Angeles, and was for a number of years a frequent contributor to Sierra Educational News.

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Course in Education

FIRST Course In Education, by Ward G. Reeder, professor of education, Ohio State University, published by Macmillan Company in 1937, now appears in a valuable, fully-revised edition of 670 pages; price \$3.50.

Written primarily as a textbook for students, it is also of great value to teachers generally, laymen, such as school board members and PTA members, and all who desire an overview of the field of education.

The author skillfully portrays the high points of modern educational practice and helps the student evaluate the practice in terms of a defensible philosophy of education.



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EDUCATIONAL NEWS

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VOLUME 39 183

NOVEMBER 1943

NUMBER 9

CURRENT SCHOOL EVENTS

Roy W. Cloud

DURING this month, California Teachers Association continues its regular campaign for 1944 membership enrollments. To date the memberships received are larger than in any past year at this particular time. We hope to have soon a number of 100% schools to report.

All of the teachers of the state already have or shortly will receive our fall membership campaign leaflets. In 4 pages of special material we have given the portraits of the presidents of the six Sections, the presidents of the six Classroom Teacher Departments, the secretaries of the six Sections, and of the president, vice-president and the other seven members of the Board of Directors.

These state and local officers deserve the thanks and commendation of every member of California Teachers Association. They work diligently for the welfare of public education in California. To their planning may be attributed much of the success of the program of our organization.

Another leaflet outlines the accomplishments of CTA and gives to the thoughtful reader real reasons why every teacher in California should enroll in CTA.

Mrs. Louise Beyer Gridley, state director, National Education Association, reports that the responses to the request for contributions to the NEA War and Peace Fund are not nearly so numerous as they should be. The

National Education Association has requested the teachers of America to contribute liberally to a fund to be used in the present emergency, to insure a good program of education throughout the entire nation.

It is to be hoped that California teachers will demonstrate their loyalty to the NEA. Each individual should determine the amount which he or she should give. The quota for California is \$36,000. This amount should be raised easily so that our State will be listed as one that has done its full share towards providing NEA with the money which it needs.

On October 5-7, the annual conference of California city, county, and district superintendents of schools was held in San Francisco. Dr. Walter F. Dexter, State Superintendent, called the meeting, which was under

the joint direction of the State Department and of the officers and committees of Association of California Public School Superintendents.

The board of governors of the Superintendents Association were: president, W. K. Cobb; vice-president, Walter L. Bachrodt; secretary, J. R. Overturf; treasurer, R. Bruce Walter; governors: Mrs. Agnes Weber Meade, Ira C. Landis.

The local committee on arrangements was made up of: Honorary chairman, Dr. Curtis E. Warren; chairman, Dr. A. J. Cloud; Harrie I. Christie, John F. Brady, Charles M. Dennis, Lieutenant Colonel Thomas G. Bond, J. A. Ormond, Edward H. Redford, Mrs. H. W. Thomas, Walter G. Swanson, J. Emmet Hayden, Edwin C. Browne, J. Paul Mohr.

The newly-elected president of the Association is Roy E. Simpson of South Pasadena.

The other officers are: Vice-president, W. K. Cobb, Ventura; secretary, Homer Cornick, Santa Cruz; treasurer, Vaughn Seidel, Oakland; board of governors—Mrs. Meade, Marysville; Mr. Landis, Riverside; Wm. G. Paden, Alameda.

Resolutions committee, made up of Chairman Will Crawford, Thomas L. Nelson,

New City Superintendents (left to right) — Dr. Rudolph D. Lindquist, Santa Barbara; Dr. Aubrey A. Douglass, Modesto; Dr. William R. Odell, Oakland





New City Superintendents (left to right) — Dr. Curtis E. Warren, San Francisco; Andrew P. Hill, Jr., Stockton; H. W. Adams, Eureka

Elwyn Gregory, T. G. Grieder, John Carroll, Fred Ramsdell, Cecil Hardesty and J. E. Hurley, presented a well-worded series of resolutions which were unanimously adopted.

Walter T. Helms, superintendent, Richmond, and chairman of the CTA Committee on Legislation, reported for the Legislative Committee and expressed the hope that all legislative matters coming before the Association would clear through the CTA Legislative Committee.

The program this year was made up of general sessions and 7 workshops. Space does not permit giving the entire program, but the workshops were under the direction of prominent school-people.

In Workshop 1, Arthur Gould, deputy superintendent, Los Angeles, presided, and Pansy Jewett Abbott, superintendent, San Mateo County, was secretary.

In Workshop 2, Will Crawford, superintendent, San Diego, was chairman, and William G. Paden, superintendent, Alameda, was secretary.

In Workshop 3, Ira C. Landis, superintendent, Riverside, was chairman, and Virgil E. Dickson, superintendent, Berkeley, was secretary.

Workshop 4 had as its chairman Vaughn D. Seidel, superintendent, Alameda County, with Leo B. Hart, superintendent, Kern County, as secretary.

In Workshop 5, Dr. William R. Odell, superintendent, Oakland, was chairman, with Lovisa Wagner of Mills College and Dr. Bernice Baxter as co-chairman. Roy E. Simpson, superintendent, South Pasadena, was secretary.

In Workshop 6, Dr. Willard S. Ford, superintendent, Glendale, presided, and Albert D. Graves, deputy superintendent, San Francisco, was the secretary.

Workshop 7 had as its chairman J. R. Overturn, superintendent, Sacramento. Dr. A. J. Cloud of San Francisco was secretary.

IN October 11-13 we had the pleasure of attending the joint institute of Del Norte and Humboldt Counties and the City of Eureka, and

the 22nd annual session of the North Coast Section of California Teachers Association, at Eureka. The meetings were under the direction of Joseph M. Hamilton, superintendent, Del Norte County; Percy F. Woodcock, superintendent, Humboldt County, and H. W. Adams, Eureka city superintendent.

North Coast Officers

The program was full and interesting. Two sections, devoted to the welfare of California Teachers Association, were under the direction of Frank M. Williams, president of the North Coast Section; Mrs. Alma Thompson, secretary of the Section, and Mrs. Verna Moran, president of the Classroom Teachers Department of the Section. These and the other Section officers were re-elected by acclamation for the ensuing year.

This was the first official appearance of Mr. Woodcock as county superintendent, and of Mr. Adams as city superintendent. These gentlemen gave good accounts of themselves and we predict for each, happy and useful service in their new positions.

Joseph M. Hamilton of Del Norte County is one of the veteran county school superintendents and in his far-distant section of California gives inspiration and help to the teachers and the pupils of his various schools.

It was my good fortune to be met at the depot on arriving in Eureka by Fred Kelly, formerly of the San Francisco city school department, who is in charge of recruiting for the United States Navy in the district comprising Humboldt, Trinity and Del Norte Counties. Mr. and Mrs. Kelly are nicely situated in Eureka, and as the recruiting officer Mr. Kelly holds top rating

in the percentage of recruits sent out from his district.

WE are presenting in this issue the pictures of six of the new school administrators of California. We have discussed, in previous issues, the new positions of five of these gentlemen. The sixth, Mr. Andrew P. Hill, Jr., is the new superintendent of schools of Stockton. It has been our good pleasure to know Mr. Hill for many years, first as a teacher and deputy superintendent of the San Jose city school department, as a member of the State Department of Education, then as the superintendent of the Santa Maria high school and junior college district, and later as the deputy superintendent at Stockton. He has taken the place which has been filled so many years by Ansel S. Williams. Mr. Hill, a Stanford man, is a thoroughly good and efficient school administrator.

Ansel S. Williams, who has completed his service as superintendent of Stockton, has given exceptionally fine service in that position. Mr. Williams, member of the class of 1904 in Stanford University, had the distinction of winning the Yale Scholarship that year. He completed his master's degree at Yale and returned to Stockton. In 1906 he was a teacher in the Stockton High School. Shortly thereafter he became principal of Stockton High School, and when James A. Barr retired as city superintendent, Mr. Williams became the superintendent of his home-town school district. He has continued for the past 32 years as superintendent and has been known as one of the quiet but efficient school administrators of the state. With Mrs. Williams he plans to spend some time in Mexico, after which he will probably make his home in Palo Alto.

Osman R. Hull

Several school-people well-known to the teachers of California come in for special notice at this time. Dr. Osman R. Hull, for many years in charge of secondary education courses at University of Southern California, has taken a leave-of-absence from that institution to serve as acting superintendent of schools of Montebello and is taking the place of Dr. Cecil B. Hardesty, who is on leave-of-absence in military service.

A visitor from the East was Dr. S. D. Shankland of Washington, D. C., national secretary of American Association of School Administrators. Dr. Shankland spent three days in San Francisco and several days in Southern California. He is making plans which, if matured, will result in the holding of a regional conference of the American Association in California sometime during the month of February 1944.

Agnes Regan, a former San Francisco principal who retired from her position in this state and gained national prominence as an educator, died in Washington and was buried in San Francisco on October 9. Miss Regan became the head of all Catholic education for women in the United States. She had a dynamic personality and was one of the well-known women educators of the nation.

Many questions have come to headquarters concerning the teachers retirement salary system. We have been reliably informed that Assemblyman Lee Bashore of Glendora has been directed by Governor Earl Warren to prepare material which shall make up the Retirement Bill to be presented early in 1944 at a Special Session of the Legislature. Mr. Bashore has discussed the matter with members of California Teachers Association. It is expected that a very excellent retirement proposal will be submitted by the Governor at the Special Session.

Southern California

FRIDAY, October 15, was spent in Los Angeles meeting with school people and officers of the Southern Section. The Southern Section Council met at the Biltmore. Committees were held in the various conference-rooms and the Council convened in the Music Room.

Mrs. Geneva P. Davis, President, called the meeting to order promptly at 10 o'clock. The program specified 12:30 as the time of adjournment. At exactly 12:30 the meeting was adjourned.

Reports were made by committee chairmen. Mrs. Davis gave a splendid outline of her program for the coming year. Arthur F. Corey, Executive Secretary, Southern Section, began the drive for CTA and NEA memberships and for the War and Peace Fund for NEA. The report of the State Association was given by the State Executive Secretary.

During the afternoon, 56 presidents of local teacher clubs met at luncheon in the Alexandria Hotel. Mrs. Davis presided and Mr. Corey outlined the program of the Welfare and Public Relations Divisions of the Southern Section. He also made plans for the securing of the Southern Section quota of the NEA funds. This lunch-

eon was held because of the inability of the section to have its regular yearly training-school at Camp Seeley.

After the meeting, we met an old friend, H. B. Long, for a number of years Principal of the Hayward High School, now on leave of absence as a Lieutenant, Senior Grade, in the United States Navy. Lieutenant Long has just returned from the University of Oklahoma, where he was stationed, and is now at Hueneme, Ventura County. Lieutenant Long was very happy to have news of his many friends in the schools of California.

Mrs. Fred L. Thurston

On Monday, October 18, Mrs. Grace L. Thurston, widow of F. L. Thurston, was buried at Pasadena. Fred Thurston was for over 20 years executive secretary of the Southern Section and one of the principal factors in making California Teachers Association the efficient organization it is. Mr. Thurston passed away in April 1942 and since that time Mrs. Thurston has gradually failed in health. She was a remarkably fine woman and was greatly beloved by a wide circle of friends.

Tuesday was spent in visiting schools in Los Angeles, San Bernardino, Riverside and way points.

IN Tuesday evening, October 19, the Conference on Direction and Improvement in Child Welfare, called by Dr. Walter F. Dexter, State Superintendent of Public Instruction, in conjunction with California School Supervisors Association and State Association of Supervisors of Child Welfare and Attendance, opened a 4-day session at the Hotel Biltmore.

The state officers of the California School Supervisors Association are: President, Bernard J. Lonsdale, curriculum co-ordinator, Los Angeles County; first vice-president, Fred L. Trott, general supervisor of instruction and director of curriculum, Tulare County; second vice-president, Mayme Brother, Palo Alto; secretary-treasurer, Sue Erwin, supervisor of

instruction, Mountain View and Whittier Public Schools; junior past-president, Gretchen Wulffing, supervisor of elementary education, Oakland Public Schools.

Greetings to the conference were extended by Dr. Dexter and Helen Heffernan, chief of the division of elementary education, who had worked assiduously in the preparation of the program.

Many of California's outstanding school-people took part in the 4-day sessions. Those in attendance, because of the inspirational nature of the convention, will be able to take to their schools many fine ideas which should be of great value during the coming year.

* * *

Liberty Bell

Hazel A. Pendleton, Teacher, Kit Carson Junior High School Sacramento

LIBERTY Bell, we greet you today --
a great American.
In the past you spoke to the people and
for the people.
Your single tone expressed unison
And freedom.
It was a great voice which no other
could shout down, nor command to be
still.
Your life was devoted completely to obeying
your Biblical motto,
"Proclaim liberty throughout all the land,
Unto all the inhabitants thereof"
For this, Liberty Bell, we salute you.

But now, we fail to catch the spirit of your
message and your life,
If we do not send your song around the
world.
Bravely we understood the task before,
And fought, and died.
And then — the truce!
The great chance to make your message true
Was lost.
Was selfishness the cause?
Certainly some thought clearly, —
acted sincerely.
Some is not enough.

We must be determined this time
to finish the task we start.
Not only the task of war — we did that
well before.
But the task of making peace —
There's the job!
A task of thinking, — planning —

We must all help, we must all think
Some is not enough.
Are we willing to learn tolerance,
gain some measure of unselfishness,
and a real desire that others share
with us Nature's bounty?
Then practice with those nearest to perfect
it as an art.
Opportunities will widen and make a force
for peace.
A force so strong, it will not know defeat
A surging force of kindness, health and
peace.

"That old state house bell is silent,
Hushed is now its clamorous tongue
But the spirit it awakened
Still is living, ever young."

(Quoted from World Book Encyclopedia article
on Liberty Bell)

* * *

LETTERS

Of Interest to California Schoolpeople

Recording Grades

Sierra Educational News

Dear Sirs:

I have employed a system of recording grades which might interest some of your readers, inasmuch as it has proved successful in my Science classes.

Each student makes an individual record of his daily work (outside assignments or short quizzes) on graph paper. Every assignment or quiz has a value of 100%. The percentage correct received by the student is recorded by them daily on the graph paper, kept in their notebooks. Then each grade is connected by a straight line, thus making the daily performance visible.

I have found this especially effective. Students have the ambition to make the curve go up; or, if on top, to keep it there. If a student is slipping he is immediately aware of it.

The plan has proved doubly effective if the students must have their curves observed by their parents every four weeks. And the parents appreciate it. One mother noticed that nearly every Wednesday her son's curve dropped in varying degrees. The fact that the boy was allowed Tuesday evenings for a club meeting was thus hindering his lesson-getting as evidenced on the curve. Needless to say, the watchful and interested mother had her son make other arrangements.

On the teacher's part, he can see how effective his daily lessons are. If successful, the reflection appears in the majority of the curves. On the other hand, if the majority drop for a day, it may well be a sign that the subject did not "get across"

to the class, and something needs improvement on his part.

There may be courses which would find it difficult to adopt such a method as this. But it should be especially useful in the sciences, mathematics, typing, and such subjects that have daily graded assignments.

Respectfully yours,

Wayne D. Steimle
Science Department Head
Santa Maria Union High School

* * *

Letter from Paraguay

Asuncion, Paraguay

To the Teachers of the Youth of the
United States of America,
Washington, D. C.

The visit to the United States of Dr. Anibal Mezquita Vera, Principal of the National High School and President of the Advisory Council on Instruction, gives the secondary school teachers the pleasure of sending to their North American colleagues a brotherly greeting at this season when we are witnessing the enthusiastic application of the fit and timely Good Neighbor policy which assures the unity of the whole American continent and makes it capable of winning victories in the future.

In this hour of tears and trouble in which humanity is living through one of its most tragic periods, the teachers of Paraguay believe it is fitting to reaffirm publicly their faith in education as a powerful means of preparing men for a higher and nobler life provided they are able to put into the soul of youth the aspirations and ideals which strengthen the spirit and illuminate the path which leads to the desired goal.

From afar the Paraguayan teachers watch with satisfaction the beautiful unity of the North American people who, calmly and silently, hasten to make all the sacrifices that may be necessary to defend their personal liberty, which they love so much, and the right to choose their own government, which they have known how to do since they astonished the world with the admirable spectacle of establishing, for the first time, a great organized republic.

This feat of rallying millions of intelligent thinking citizens to the support of their fatherland, ready to die if need be, the Paraguayan teachers attribute to the magnificent work accomplished by North American educators who knew how to choose those ideals which ennoble and who were well versed in the ways of making those ideals grow and bear proper fruit in the spirit of youth.

The Paraguayan teachers can assure their North American colleagues that, in spite of being far from them, they follow closely and with lasting admiration the su-

perior guidance of Dewey, Nicholas Murray Butler, Kirkpatrick, Hutchins, Angell and many others; that they honor North America's pedagogical work, characterized by the brilliance of its fine spirit; and that the Paraguayan teachers make every effort, within their modest possibilities, not to deviate from the luminous course which such exemplary teachers have charted for them.

Dr. Mezquita Vera, who presides over the Advisory Council on Instruction, will be able to express verbally to his North American colleagues what is being thought and done in this land of Paraguay which, because of its size, form and position, can be said to constitute the real heart of the American continent.

* * *

NEA Roll of Honor

Dear Editor:

The following schools in California have reported 100% enrolments in the National Education Association for 1943-44. Some of these have been on the Honor Roll continuously for many years. The year when they began this perfect record is indicated:

El Monte, Ruth Elementary School, 1941.
Fortuna, Fortuna Union High School, 1929.

Miranda, South Fork Union High School, 1936.

Orleans, Orleans School, 1943.
Red Bluff, Red Bluff Union High School, 1942.

Redwood City, Office of San Mateo County Superintendent, 1942.

Richmond, Grant School, 1939.

San Francisco, Miraloma School, 1941.

Santa Barbara, McKinley School, 1942.
Soledad, Soledad Union Grammar School, 1929.

We hope that you will publish this Honor Roll in your magazine. Any publicity which you can give it will be greatly appreciated.

Yours very sincerely,

T. D. Martin,

Director of Membership,
National Education Association

* * *

Biggs Union High School
Office of the Principal

Dear Sirs:

Biggs Union High School faculty is again 100% in membership with California Teachers Association.

This makes 15 years of continuous 100% membership for this Butte County school.

Sincerely,

L. W. Richards,
Principal

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

To American Educators:

THE international role of education is given new emphasis by the war. The teaching profession has been especially recognized by the United States government as a force in international relations by the appointment of one of its representatives to confer with educators in the United Kingdom.

The honor of this service has fallen to me as the president of one of the departments of our national professional organization. An invitation has been extended by the Office of War Information and the British Ministry of Information to spend some weeks in Britain to discuss plans for closer cooperation between the schools of our respective countries.

These lines are written as I await the departure of the clipper to London. It is my purpose to report this mission to you in full through the educational press and at the regional conferences to be held this winter by the American Association of School Administrators as a substitute for the annual winter convention.

It is my privilege to serve those who are charged with administering America's schools in the most trying period of their history. The times are particularly difficult for those whose responsibility it is to keep the Nation's classrooms staffed and equipped in the face of rapidly-dwindling personnel and increasing scarcity of material supplies of all kinds.

Conditions which all understand disrupt the normal program of our organization. Yet every one of us is conscious of the heavier obligations they impose. We will meet these obligations in full and as they fall due.

The regional meetings of the American Association of School Administrators have been arranged as follows:

Seattle — January 10-12; Atlanta — February 22-24; Chicago — February 28-March 1; Kansas City — (Dates to be set later); California — (Plans to be announced later).

The programs of these conferences will be geared to the job of Education in the War and in the Peace. Because of the limited hotel and meeting-hall facilities, attendance will be limited to persons holding 1944 membership cards of the American Association of School Administrators. Details will be announced as arrangements are completed.

The war will not interfere with the principal annual publication of our organization. The topic of the yearbook, *Morale For a Free World*, suggests an important service of education to the advancement of civilization. The volume's sub-title, *America and Not America Only*, is a reminder of the universal nature of that service. Victory and peace will invest education with international character.

THE present crisis is an opportunity and a challenge to every teacher. It magnifies the importance of the field in which we labor. It heaps upon us new burdens. We may well be proud of the fact that the imposition of new duties finds us united and prepared to serve.

Worth McClure,
President, American Association
of School Administrators.

OUR TOWN

A DEMONSTRATION OF CLASSROOM WORK BASED ON COMMUNITY LIFE ACTIVITIES IN THE FIRST GRADE, LOWELL SCHOOL, SANTA ANA

Nora Reid, Principal, Lowell School; Mrs. Helen Shuck, Supervisor of Music; Dorothy Grist, First Grade Teacher

Setting

No scenery. Class is seated in small chairs in a large semi-circle on the stage. Curtain is closed. The announcer steps in front of the curtain.

Announcer: "We have been learning about Community Life in our room and about the different kinds of city helpers, such as the Policeman, Postman, and Fireman."

We built a little city in our room and we have learned many poems and songs about city helpers.

We are going to show you the kinds of work these men do. We will also sing some songs."

Curtain Opens

A child: "On our first trip we saw some men building houses. They were sawing and hammering, some were plastering, while others worked the cement."

Victor Record Wheat No. 20992-A.

(During the playing of a part of this record, some of the children demonstrate rhythmically the various men at work building a home.)

Next, three children come forward.

A child: "We will say a poem called, Which Loved Best?"

Which Loved Best? Author Unknown

Boy speaks:

"I love you, Mother," said little John;
Then, forgetting his work, his cap went on,

And he was off to the garden swing,
Leaving his mother the wood to bring.

Girl:

"I love you, Mother," said rosy Nell;
"I love you more than tongue can tell."
Then she teased and pouted full half the day,

Till her mother rejoiced when she went to play.

Girl:

"I love you, Mother," said little Fan,
"Today I'll help you all I can;
How glad I am that school doesn't keep!"

So she rocked the baby till it fell asleep.
Class: (Rocking imaginary baby in arms.)

Class pantomime, remain seated.

Then, stepping softly, she took the broom,
And swept the floor, and dusted the room;

Busy and happy all day was she,
Helpful and cheerful as child could be.

The three children speak together:

"I love you, Mother," again they said —
Three little children going to bed;
How do you think that Mother guessed
Which of them really loved her best?

A child: "Sing us a lullaby, Nancy,
won't you please? We will help you."

Nancy: "I will if you wait until I get my doll."

Lullaby

In Songs and Silhouettes p. 46, by

Clair Senior Burke,

Gordon W. Thompson, Publisher,
Toronto, Canada

A child: "We have learned that the policeman is our friend."

Another child: "Police help us cross busy streets safely."

Ditto: "Police help us to find stolen cars and bicycles, too."

Ditto: "Police direct the traffic."

Ditto: "Police take lost children home."

Ditto: "That reminds me of the song, 'Remember Your Name and Address.' Let's sing it."

Children sing: Remember Your Name and Address, Irving Caesar's Sing a Song of Safety, p. 26, published by Irving Caesar, New York City, New York.

Next follows a demonstration by some of the children of pedestrians obeying the stop and go signals. The signals are children with a red paper in one hand and a green in the other. When the signal is "on" the arm is raised. The pedestrians watch the signals and do as directed by them. There is more of a learning situation if all of the pedestrians do not go in the same direction. They must then keep to the right when passing each other. One child may be the policeman and blow his whistle if signals are not obeyed. This is a rhythmic demonstration.

Stop and Go. Victor Record Gathering Peascods, No. 20445-A.

A child: "Let's say the poem about Jerry."

(Children remain seated as they recite together.)

Stop — Look — Listen

By Clair Burke

Children:

"All alone for a loaf of bread,
All alone went Jerry!"

One child:

"Watch the signal," his mother said.

"Yes," answered Jerry.

All:

But he forgot what mother said
And he forgot that the light was red.

He felt a big bump! (Here, children clap hands together.)

And he thought he was dead!

Poor little Jerry.

All:

They carried him home and put him to bed,
Poor — little Jerry!

One boy:

"Lucky you're living," the Doctor said.

Another boy:

"Yes," answered Jerry.

All:

They mended his leg and mended his head.

Same boy as before:

"I'll never forget again," he said.

"I'll always stop — when the light is red!"

All:

Wise little Jerry!

A child: "We will sing a song called, 'The Bakery Shop.' What would we do without the Baker now that sugar is rationed?"

Children sing: The Bakery Shop, from "Our First Music," California State Series, page 52.

Some of the children now pantomime to music the baker's stirring a cake, baking cookies, making pies, etc. One of the boys can drive the bakery truck.

Victor Record No. 3 of Skip Run — No. 22767-A.

A boy: "I need a hair cut."

Another boy: "So do I. Let's go to the barber's."

(They go off stage.)

Sung by class: Song, "The Barber Shop," from Our First Music, p. 57, California State Series.

This is followed by pantomime of two barbers working in their shop (all done to music rhythmically). Two of the children bring their chairs forward to front of stage. These are the barbers' chairs. The two customers enter the shop, greet the barbers, hang up their hats, and are seated in the chairs. Then the barbers go to work giving a haircut and a shave. When completed, the customers are brushed off, pay the barber, get their hats and leave. The barbers then sweep the shop and go home.

The Barbers — Victor Record Lott ist Tod No. 20988-B.

A child: "We took a trip to see a fire station."

Another child: "The captain met us and showed us around."

Another child: "We saw the hook and ladder."

Another child: "We saw where they dry the hose."

Another child: "Firemen sleep at the station."

Another child: "They wear big rubber coats and boots to a fire and a helmet hat."

(The boys now step to front of stage and girls behind them.)

A child: "We will say a poem called, Firemen's Habits.

Firemen's Habits
(Author Unknown).

When the firemen go to bed
In the firehouse overhead
Where the engines stand,
All their clothes are hung just so
And their shoes placed in a row
Handy near at hand.
Then, if they should have to hurry to a fire,
Never worry, they'd be ready in a wink,
'Cause not one would have to think,
'Wonder where I left my clothes?
I can't find them, goodness knows!"

'Sposing they just dropped their clothes
'Stead of putting them in rows
Neatly on each hook.
'Spose they dropped them on the floor,
In a corner, by the door,
Mercy, how 'twould look!
Everything all huddle puddle,
Shoes and clothes all in a muddle!
Mother said, "'Twould look to me
Like your bedroom used to be
Till you put things straight in rows
Like the firemen place their clothes.

A child: "Now we will sing the Fireman's Song." (Music Hour Kindergarten—First Grade, page 107.)

Note: While the boys sing this song, the girls tiptoe back to their seats and take from under them a piece of dyed cheese-cloth. The cheese-cloth has been colored in reds and yellows to represent flames. The girls then stoop down on the floor with the "flames" in their hands. They are gathered near the back of the stage.

As the boys finish singing the Fireman's Song all return to their seats except three boys who are to be "fire engines" and three or four others who are the "firemen." These children stand outside the circle of chairs where the children sit. When the fire bell rings and the music starts (see record reference below), the "firemen" pantomime putting on their rubber boots and coats; place their hands on the "fire engines" and are off to the fire which is now raging. (The girls wave their cheese-cloth flames and rise to the music.) The "firemen" put out the fire, the flames gradually dying out; (girls return to former positions down on the floor). The firemen return to fire trucks and back to the station, remove coats and boots and start to shine up trucks as music ends.

Victor record "Wild Horseman"—No. 22162-A.

A child: "Spring has come to our city. Let us watch the Victory gardens being made."

Victor record "With Castanets"—No. 22169-B.

Groups of children pantomime to music the planting of the gardens.

A child: "Yes, Spring is here. Let us close our program by singing our "Spring

Song." (Girls come to front of stage, boys stand behind them. All sing.

Spring Song

From *Scissors and Songs, Part One*, by
Claire Senior Burke; Gordon V. Thompson,
son, Publisher, Toronto, Canada

Open the windows and open the doors,
And let the fresh breezes blow in, blow in,
Jack Frost has gone to his home in the North,
And all of a sudden, it's Spring!

Chorus:

Spring, Spring, beautiful Spring!
Hear the good news that the mockers bring.
Old mister Winter, we'll see you again,
But now it's the beautiful Spring.

Children step back a few steps as curtain slowly closes, while they continue singing to the end of the song.

(The End)

* * *

Football Indoors

Rose Kennedy Gidley, *A Fifth Grade*
Mother, Ukiah

ON a recent rainy day in Ukiah, Mendicino County (Yes, it does rain sometimes in California!), Mr Gene Corbett's 5th-grade room started playing football in the room!

The children, coming home with the news, were hilariously pleased at the shocked looks on the faces of their parents.

It's a grand rainy day way to get lessons. Mr. Corbett cut a big dark brown football out of heavy drawing-paper, and drew goal-posts on each end of the big front black-board. In between he wrote as many combinations of the multiplication table as the answer as he could in the space. They were all mixed up, a 9 x 3 combination being next to a 7 x 4, instead of running through each number as a unit.

The room was divided into two teams. Each child then had to carry the football down the line from one goal post to the other. If he went through quickly without making a mistake, he made a touch-down. If he made a mistake, that was one down and he had to let someone else on his side carry the ball. When a team had four downs they had to give the ball to the other team.

Whenever a mistake is made, the youngster is required to go to his seat and drill himself on the correct answer. The fly in the ointment (from the children's standpoint) of this otherwise perfect game, is that a test will be given soon to see if they really know the multiplication table.

Robert Bowman

California Farm Boy Elected National FFA
President

FROM the state headquarters of the California Future Farmers of America at California Polytechnic College came the announcement that the election of Robert Bowman, 19-year-old Bakersfield farm boy, to the presidency of the national FFA organization at the 16th annual convention in Kansas City, gives California its first national president since the organization was founded in 1928.

Following Bowman's election by delegates from 47 states attending the convention, Julian A. McPhee, Chief of the California State Bureau of Agricultural Education and state advisor of the FFA, sent word from Kansas City that "California should be proud of the honor and particularly so during this war year since Bowman is a farm boy living on a farm, making his living from the soil and whose major contribution to the war effort is producing more food for victory."

Bowman, whose father is a World War I veteran now serving with the United States Navy, is a real farmer, helping to support his mother on a 25-acre San Joaquin Valley farm. He has one of the outstanding swine-breeding enterprises in that valley, in addition to alfalfa, cotton, dairy, veal calves, poultry for meat, and other projects.

Bowman was president of the Kern County Union High School chapter at Bakersfield, one of the largest FFA chapters in existence. He was vice-president of the San Joaquin regional organization of more than 50 chapters. In April, 1942, he was elected president of the California Association, a position which he held for a year and a half.

He won the California State Future Farmer public speaking championship in 1942, and placed fourth in the Pacific regional finals. He is lecturer of his local Grange and secretary of the Kern County Pomona Grange.

* * *

Middle America

MIDDLE America and the United States, Their Interdependence, a 4-page folder of maps and statistics, is one of a series published by Middle America Information Bureau, conducted by United Fruit Company, 9 Rockefeller Plaza, New York City 20.

Teachers may write for free copies and for a list of other publications issued by the bureau for free distribution.

HEALTH PROGRAM

THE POSITIVE HEALTH PROGRAM IN THE HIGH SCHOOL

*Mr. Marion E. Taggart, Health Education Committee, Science Department,
La Cumbre Junior High School, Santa Barbara*

EDUCATORS have been criticized for their failure to develop a health program in the public schools of America, that is dynamic and functional in nature, to the extent that the graduates from our secondary schools shall have attained their maximum health level and shall attempt to maintain this condition to the best of their ability throughout their entire lives.

We must admit, after a cursory examination of the health programs of the secondary school, that the administrator has not made other than hit-or-miss progress. The handicaps he has labored under have been many indeed: in the first place he has not a clear insight concerning the nature of health, how it may be obtained, and an intimate knowledge of the organization of a closely coordinated and integrated health program.

All too often the word "health" is associated with the absence of health, rather than the meaning that it really implies. When a person is at the peak of his potential efficiency, he is at his point of positive health. If disease or defects occur he has negative health.

The administrator, in some cases, has evolved a loosely-organized program, but when moves were made to strengthen it, his program has been the target of pressure-groups and opportunists. Very little help has come from the professional specialists who could be of such valuable help and assistance.

The shocking number of young men of the 20-30 age group, rejected in the draft in 1940-43, has caused much controversy among professional and lay groups. It has been noted that educators recognize their responsibility and are, in most cases, ready and willing to cooperate.

The results of study and applica-

tion have been certain proposed health programs that shall be sound and functional in nature. Health education for total dynamic positive health has at long last come into its own, as one of the most important of an on-moving curriculum of our whole school system.

Each child or youth has the ability to develop his or her health to his highest potential point through his own hygienic habits and professional advice that he can follow. It is true that regular health appraisals should be made yearly and occasions arise when professional advice must be sought and followed, but the greater part of the time all the youth need do is to follow nature's formula of consistent right living.

The recent literature in this field is beginning to give some attention to the ideal of positive health. Perhaps some day, the united efforts of the teaching and the medical profession shall through complete community support, develop positive health among all people.

Aims of Health Education

Dr. Max Mason, chairman of the observatory council, California Institute of Technology, has expressed the ideal in these words:

"Human engineering, the new emphasis of science, warrants great optimism for the future of mankind. The application of the exact science to man, as a psycho-biological organism, makes this the beginning of a new era for understanding human behavior. The goal for human engineering—that is, the application of this developing science of man—is to give every child the maximum mental, physical, emotional and character power that his heredity will allow. And heredity is not so important a factor as we believe."

The work in health has passed through two stages, namely the curative phase and the preventive phase, and is now at the threshold of a third—the positive health phase. The

first two of these are as important today as always. Today we stand at the frontier of this third phase. This is evinced by the following statement from the report of the joint committee on health problems in education, National Education Association and American Medical Association:

There has been a definite improvement in health over the years. This is particularly noticeable in the last fifty years. Our measures of health improvement in the mass are necessarily expressed indirectly either in negative terms of shrinking death rates or more directly in years of expectancy of life. Such measures are recorded and can be tabulated. Our records of illness are not recorded systematically and are therefore incomplete and spotty. They are limited to reported cases of communicable and occupational disease such as are required by law, institutional reports, insurance statistics, and special studies. Even less complete is our knowledge of increased bodily vigor, strength, resistance, or general state of health, all of which we may speak of as health in contradistinction to mere absence of disease. The former is often alluded to as positive, the latter as negative, health. We have no well-accepted measures of positive health and consequently have no means of expressing statistically for large masses of people any changes in this particular aspect of health that have occurred. As far as possible, our ambition should be not merely to prevent people from being sick, but in enabling them to be well. This finds its expression in increased bodily vigor, serenity, cheerful disposition and an absorbing interest in life.¹

The dynamic positive school health program should be one mainly of prehabilitation. The rehabilitation phases should be left mainly to private physicians and those who possess approved skills and techniques. Educators should not lose sight of the necessity of working with private professional specialists and the public officials and organizations as one closely knit unit. No one group should have the entire responsibility of health building; rather it should be an interactive process administered democratically for the good of all children. This, then, is the crux of the positive

1. Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. Health Education. Washington: National Education Association 1941, pages 17-18.

health movement and should evolve our present programs to develop, instead, one of hope for the present and future health and happiness of children.

Dr. Thomas Parran, Surgeon General, United States Public Health Service, has so aptly stated:

Today more people are keenly aware of what health means than ever before in our history. The government is helping to develop disease control and to build positive health.²

It is quite apparent that the schools and the home are motivated into one idea, that of building positive health in children. In this case, there is but one recourse to follow in order to avoid friction and wasted effort; we must develop such a health program of magnificent and dynamic quality that every child in the United States of America shall feel its advantages. Such a program should be an overall, nation-wide program. The local school and health service personnel would be free to voluntarily apply the program to their special needs.

This would enable the small community and school to have a well-ordered and planned program of health development as nearly fitted to the over-all pattern as possible. The schools that are floundering for want of an efficient health program need not adopt this positive health program in its entirety, but they could adapt the general pattern to the local needs of the school and the community. The need of a total dynamic positive health program is one of the urgent demands of this war period. The best measures that come from a program of this magnitude can be used in the post war period of reconstruction in order that we may win the peace.

It devolves upon the administrator to so administer his school that his first objective for his school shall be to build each child up to his highest potential health level in order that each child may give the very best of his native resources to the learning,

development and enjoyment of life. The teaching of health should be done in such a manner as to inspire and motivate the child into developing his own optimum health level.

The responsibility should be placed upon the shoulders of the adolescent as much as possible so that he learns to know that he can live healthfully only as long as he obeys certain basic health laws. The adolescent must be allowed the chance to adopt these health practices as his very own. All too often the responsibility of health is placed upon the individual child after he has developed bad health habits, or worse, none at all. Little attention is given to his health until he has lost it.

The Present Need for a Unified Health Program

The specific aims of health education are expressed in the joint committee on health problems in education, National Education Association and the American Medical Association, as follows:

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life and in later years will aid in providing that abundant vigor which are a foundation for the greatest possible happiness and service in personal, family and community life.
3. To promote satisfactory habits and attitudes among parents and adults through parent and adult education and through the health education program for children, so that the school may become an effective agency for the advancement of the social aspects of health education in the family and in the community as well as in the school itself.
4. To improve the individual and community life of the future; to insure a better second generation, and a still better third generation; to build a healthier and fitter nation and race.³

We have seen that certain features of the school health program have been introduced because of public demand and public interest. Since the

present program has been introduced in this piecemeal fashion, it is now necessary under our war emergency to unify and correlate the different features of the various school health programs using the best features of each, but unify them we must.

The trend seems to be that superintendents and principals are rapidly coming to the conclusion that the health and physical education program shall include at least four significant divisions: hygiene instruction, healthful living, health service and physical education. Less emphasis should be placed on muscle-building and more on health-building.

The principals and superintendents view the school health program as a coordinated program to which each individual unit or teacher of the school contributes a part of the whole program designed to develop the physical, mental, moral, emotional and social nature of the child or youth to the optimum point for that particular child.

The best statement, in my estimation, relative to the organization and administration of the health program, is found in the recent report of the school health committee of American Association of School Administrators. The basic tenets of the proposal are as follows:

Administrators should have:

1. A clear concept of health and its relation to educative process.
2. A recognition of the opportunity and the responsibility of the school in relation to health.
3. An understanding of the objectives of health education and of the responsibility of the school in reaching these objectives.
4. An acceptance by the school administration of this responsibility.
5. An understanding of what constitutes the comprehensive school health program and the scope and work of each component.
6. A proper placement of health education in the administrative set-up of the school or school system.
7. A proper coordination of the several components to secure the best functioning of each unit and the effectiveness of the entire program.
8. The selection of the special staff members with due consideration for the adequate training and necessary qualifications of each.

2. Parran, Thomas, M.D. *Saving Health Among All Nations*. Survey Graphic. 33: p 152, March, 1942.

3. Joint Committee on Health Problems in Education, National Education Association and the American Medical Association, *Health Education*. 1941, p. 15.

9. Adequate facilities and necessary allotments in the school time schedule for the work.

10. A definite assignment of work and duties of each staff member.

11. An assumption by each and every member of the school staff of his or her responsibility and duties.

12. Adequate financial support for salaries, equipment, and supplies.

13. A centralized control definitely established to assure smooth running and maximum achievement in attaining the aims.

MANY educators and health specialists concur in the idea that there is a higher health status than most people attain in their personal lives. Dr. Lenna Meanes, formerly chairman of the womens and childrens health and welfare committee, American Medical Association, first described this point of maximum health as each individual's point of positive health. Dr. Thomas Parran, Surgeon-General, United States Public Health Service, concurs with this view. Dr. Henry Borsook, of the California Institute of Technology, uses the term bouyant health to describe the same point of highest potential health, while Dr. E. V. McCollum, of Johns Hopkins University, has used the term optional health. Physiologists have always used the term physiological health.

It really makes no difference which term we use, the ideal is the objective which all of us are attempting to attain.

The school health program should be so organized that each child or youth shall attain and keep, barring accidents, disease or malfunction, throughout his life, his own point of highest potential health. The school can hold up no greater an ideal of healthful living than the attainment of positive health.

Certainly, this kind of a program is necessary if we shall, as a nation, win the war, win the peace, and cause the American Dream to become a living reality in the United States of America and within the common interacting framework of the United Nations.

THE FUTURE BEGINS TODAY

Agnes Samuelson, Chairman, Committee on School Education, National Congress of Parents and Teachers

SCHOOL education is a major area in the program of work of a vast volunteer army of over 2½ million men and women. Pledged to the care, education, and protection of children, this army is known nationally as the National Congress of Parents and Teachers and locally as the PTA. Perhaps you yourself are active in the ranks of this army and if so, you know how deeply it is consecrated to its mission.

The program of the school-education division is geared to the present emergency, but at the same time it looks to postwar needs. Here are the goals: to help solve the teacher-shortage problem, to gain adequate support for schools in wartime, to improve the conditions for teaching, to enrich the curriculum in terms of new needs, to bring about closer community relationships, and to develop articulate leadership on behalf of education.

Too Much at Stake

These problems are on our doorsteps right now. They cannot be brushed aside as trivial or irrelevant. There is too much at stake both in the present contribution of schools to the war effort and in the education of the manpower of tomorrow. That manpower will take over the world that is being created out of today's conflict.

As school people you are in these problems up to your neck. You can be of strategic help to your PTA allies by making every community a battle station for children and their schools.

Help Your PTA

Supply the PTA's with the ammunition needed for the attack on indifference, inertia, defeatism, disunity, and opposition. Concentrate on program, personnel, and finance—the ABC's of good schools. To that end,

help your PTA's to acquaint the public with the urgency of:

1. *Improving the school program in terms of contemporary and postwar needs and extending effective education to all our people.*

2. *Protecting the instruction of children and the returns on tax dollars through the advancement of the status and standards of teaching.*

3. *Securing adequate support for schools and state departments of education.*

These specific objectives have to do with the evaluation and modifications needed to adapt the school program to the peacetime needs of all our people. They will include the clarification of federal relations to education; discovery of the causes and remedies for teacher shortage and the establishment of proper conditions for teaching; and the modernization of school codes in terms of support, structure, and size of districts, administration of schools, teacher welfare, foundation program for all, and other requirements.

What We Need

To accomplish these objectives there must be more vigorous school and home cooperation, closer community relationships, more realistic educational interpretation, and better coordination of effort on the part of all groups interested in public affairs

THESE comments and suggestions may be looked upon as an open letter to the educational forces from the school-education contingent of the National Congress of Parents and Teachers. Your reply in the form of guidance and services designed to advance our common objectives is earnestly solicited. There is everything to gain and nothing to lose by working with the PTA. The future begins today.

BOOM TOWN: VALLEJO

THE STATUS OF FEDERAL AID TO THE VALLEJO PUBLIC SCHOOLS

Carl Berryman, Teacher, Vallejo Junior High School; John R. Alltucker, Superintendent

A DEFENSE boom city in the school sense is one in which the child population has more than doubled since the United States swung into full production of war goods. The same city before the boom may have had a population of only a few hundred, or thousands for that matter, but the school problems have turned out the same in every case with the influx of large numbers of children of school age.

Everything has been overcrowded, disturbed and confused, and there seems to be no rest for anyone, as the whole routine of life has been violently disturbed. The population and school growth may perhaps be most easily realized by a comparison with preceding years such as given in the following table.

Population and School Growth in Vallejo

Year	School enrollment	Estimated population
39-40	4046	30,750
40-41	5084	42,200
41-42	6574	65,000
42-43	9908	105,000

Federal Aid

A school-tax rate of \$1.60 has been levied upon property within the Vallejo District for a number of years so additional revenue was impossible from this source. The Federal Works Administration came to the rescue by erecting 4 elementary schools in 1942 and two in 1943, plus additional buildings for the senior high school and a new junior high school. These buildings were then turned over to the Vallejo Unified School District under a lease agreement with the Federal Works Agency.

The addition of school buildings also connotes additional expense for equipment, operation and maintenance which the school district could

no more afford than it could the building program. Again the federal agencies entered the picture and provided the necessary funds.

The capital outlay for equipment is not included in the above data as that function of the government agencies regarding school must be kept separate if the operation and maintenance are to be studied in relation to the school enrollment.

Lump Sum Allotment of Lanham Funds

All federal funds provided the Vallejo Unified School District for operation and maintenance are known as Lanham Funds. Out of this large pool of funds the Office of Education and the Federal Works Agency allot a certain amount to the school systems in "War Production Areas" according to the need. The need being determined from the application submitted by the school system applying for aid and independent investigations carried out by the federal agencies involved.

In-Lieu-of-Taxes Allotment

Beginning January 1, 1943, a new method of allotting federal funds to the Vallejo School District by the federal agencies went into effect. This system is known as the in-lieu-of-taxes plan. Representatives of Solano County and the City of Vallejo got together with representatives of the Federal Government and decided upon an assessment plan for the different units of the Housing Authority dwellings within the district. The amount in-lieu-of-taxes is based upon the current tax-rate and the method of establishing valuation upon comparable private property throughout the area.

From 4 of the Housing authority units

assessed at \$2,917,520 in-lieu-of-tax revenue amounting to \$56,308.13 has been received by the Vallejo Unified School District for the operation and maintenance of its schools during the school year 1942-43. This, it is true, is considerably more taxes than the district received from the same area before the Housing units were constructed, but it should be remembered that the school child load has also increased tremendously from this same area. More revenue is expected as the assessment work is continuing on the Housing units and money in-lieu-of-taxes is received by the district on the additional assessments.

THIS plan of furnishing support to the school system by the Federal Government is meeting with the approval of the school authorities for it takes the schools out of the "charity class." Since the amount to be allotted is determined by the same method used in determining the income from all other general property tax sources, it is hoped that this plan can be depended upon for some time. If the plan works out as well in practice as expected it will furnish an excellent basis for continuation of the present program extending over a series of years.

* * *

Phelan Fellowship

ANNOUNCEMENT is made by Trustees of the Estate of the late Senator James D. Phelan of one fellowship offered for the year 1944-45, open to writers of fiction, biography, historical narrative and carrying a stipend of \$900.

Applicants for the fellowship, both men and women, must be native-born citizens of California, between the ages of 20 and 30. Applications must be made on forms especially provided for that purpose, and may be obtained from the office of the James D. Phelan Award in Literature and Art, 319 Phelan Building, San Francisco. The competition closes February 15, 1944. The award will be made about April 1, 1944.

Costs and Sources of Revenue for the Operation and Maintenance of the Vallejo Public Schools by Years

School year	Total M and O cost	Federal funds provided	Local and State funds provided
39-40	\$397,448	\$397,448
40-41	473,097	473,097
41-42	731,336	\$192,333	539,003
42-43	960,970	169,000	791,970

CURRICULUM BUILDING

TRENDS WHICH AFFECT CURRICULUM-BUILDING IN WARTIME

*CTA Committee on Essentials of Modern Curriculum, Chairman, Abby May Perry,
Primary Teacher, Lowell Elementary School, Long Beach*

Childcare Centers

*Helen W. Salisbury, Assistant Supervisor
of Los Angeles Childcare Center,
Los Angeles City*

IT was still dark when Tommy's mother turned off the alarm and hurriedly began her day. Two-year-old Tommy must be dressed and left at the Childcare Center on her way to work at the defense plant.

Fortunately she did not have to take time to give Tommy his breakfast, for she knew he would have a good hot cereal, fruit, toast, and milk for only 15 cents extra beside her regular fee of \$1 a day, for Tommy at the nursery-school.

When Tommy's mother stopped her car that morning at the nursery-school, it was just 6 o'clock. "What a boon to working-mothers these schools are," she thought, as she opened the door and met the head teacher.

She waited patiently while Tommy was given morning inspection, which included examination of his throat, nose and skin to see if he was free to stay with the group. Then as she bent to kiss Tommy goodbye she knew she could leave him with freedom from worry and be sure of his having a good day.

Let us look at the rest of the nursery-school day with Tommy. After the morning inspection and his breakfast Tommy may build with blocks, look at picture-books, roll the ball, or engage in other quiet activities. About 8 o'clock he is tucked into bed for an hour nap, for the trained teachers realize what a long day it is for the two-year-olds. At about 9:30 he awakes and is given fruit-juice and cod-liver oil. Then free play out-of-doors, and another little rest before the good dinner at noon. After the afternoon sleep there is a drink of

milk and a sandwich or cracker, then quiet play, stories, music, etc., until mother comes.

There are 32 of these Childcare Centers in the Los Angeles City school district where Lanham Act funds from the government are administered by Los Angeles Board of Education. Besides these, the Board has 19 additional nurseries open 5 days a week for the same age children of working-mothers, where high school and upper grade elementary girls are trained in childcare. In these nursery-schools the children are given a happy, secure environment where there is not only good physical care, but where they are meeting real learning situations; participating, sharing, living with others of the group.

In the High School

*A. G. Paul, Director, Riverside
Junior College*

AHIGH school course-of-study is never static. It can be and has been pushed around by the utter desperation of a depression as well as by the unexpected impact of war.

When catastrophe casts its menacing shadow over the school its effects are sudden, unsettling, and temporary.

Pearl Harbor caught schoolmen floating down stream with broken regimentation, no pupil failure, and aimless training. Before the swallows returned to Capistrano, curriculum-builders had recaptured the discarded values of the gay nineties — intellectual rigor, dull drill, and the habit of discipline.

Stimulated by the variety of technological skills demanded by total combat, high schools in regular course and Victory program battled through arithmetic, elementary physical science and reading comprehension. To

compute and to communicate in 3-6 months became the driving ambition of 1,000,000 boys and girls. Skill and thrill were the dynamics; the curriculum rocked under the shock, but did not crumble.

It was the immediacy of the attack which dropped us in our tracks. As the weary months have lengthened into years the pressure of the "now" is gradually giving way to the longer view. The 1943-44 high school curriculum has emerged with no basic fundamental change. It begins to look a trifle more familiar. Technical skills still sit at the controls, but the humanities are nosing back into position. Pupil and parent have gained a reasonable emotional stability.

Board of education, administrator, and teaching-staff have thrown experience, intelligence, and unbounded energy in an effort to save the good and add the best to retooling an instrument of learning to fashion a new generation in one world.

* * *

Songs to Sing, by Freeman and Leavitt, a book of 176 pages issued by Ginn and Company, provides excellent material for assembly and group singing. This worthy collection provides opportunity for the entire student body to participate in a musical experience. It presents songs which make a strong appeal to the interests and normal moods of young people. It makes it possible for music to be a strong force in stimulating appreciation of American ideals and American institutions; price \$1.20.

* * *

A Widower's Child Speaks to His Teacher

*Genevieve Noble, El Dorado School,
Stockton*

I WISH you like my pa an' me;
We just as lonesome as can be.
No kiss for me at night, no pray,
Just no one seem she want to say
She love me since my ma she die.
D'ya 'spose you like us, did you try?

We got a car. We ride some time
If pa he only fin' a dime
To pay for juice. An' if you go,
Maybe some night we see the show.
Gee, that's the best time there could be!
I wish you like my pa an' me.

IT'S UP TO YOU

TO MAKE FOOD FIGHT

War Food Administration, Food Distribution Administration

ARE you searching for a dramatic way to put across the Food Fights for Freedom message in your school?

Hundreds of schools—and hundreds of communities, too—are doing it by producing the War Food Administration's play, *It's Up to You*. Presented in living newspaper technique, the play uses radio voices, blackouts and moving-picture sequences.

Some of its scenery is projected from film slides . . . some of the action is in short spot-scenes . . . and there's music, and ballet dancing, and humor and tragedy in this double-edged drama of food in wartime.

For this is the story of how food fights, at home and on battlefields. It shows the farmer, producing to the limit of his capacity, until at last he is pushed to the wall, and must appeal to the public to help by staying away from black markets, by abiding by rationing rules, by producing as much food as they can, by wasting none.

You've never seen anything like it, outside of Broadway. In fact, it was originally produced there with a professional cast, under direction of Elia Kazan, director of the Pulitzer-prize play, *The Skin of Our Teeth*. Arthur Arent, author of *One Third of a Nation*, wrote it, and the music is by Earl (Ballad for Americans) Robinson. Yet in spite of its impressive background, *It's Up to You* was designed for production by amateur groups, in crossroads towns as well as in the big cities of America.

The film, the script, and the detailed direction of Broadway's best talent is available now for amateur groups free of cost.

There are two versions—a full-length, 1½-hour show in 6 scenes, and a 40-minute tabloid show which consists of a 15-minute film and 3 scenes. Both 16- and 32-mm films are available. If your school has no auditorium, several motion-picture chains

are offering their theatres for performances. Perhaps your town has such a theatre. For more information about the play and what aids there are for its production, write to the Food Distribution Administration, 821 Market Street, San Francisco 3.

Schools can play a vital part in the community program by contributing a dramatic presentation of the food story. They can integrate countless other activities around the campaign, too. Here are some suggestions:

1. Put on stunts to dramatize your school lunch program or the lack of it. Serve a typical school lunch to a parent-teachers meeting. Have charts showing improvement in grades, attendance, health as a result of school lunch. Show how many children depend on school lunch as their main meal of the day.
2. If your school has sponsored a community canning project for school lunches, build a display of the preserved foods to show how much was done, how much more will be needed to feed the youngsters.
3. Have a clean-plate cafeteria campaign.
4. Hold poster contests and develop food and nutrition exhibits in art classes.
5. Have Home-economics classes give nutrition demonstrations at parent-teacher meetings.
6. Form clubs, such as Victory Corps, Future Farmers, Home Economics.
7. See your local Food Information Committee about arrangements for showing the slide film, *Food Fights for Freedom*.
8. Make food facts in wartime part of the courses in civics, current events, social studies, etc. Food Information Committees have material.
9. Set up a model store in your school, to give children practical experience in using ration stamps. Then, when they go on errands for their mothers, they'll know what is expected.
10. Explain how price control works, and why it is necessary to prevent inflation. Set up a model price panel in your school so children can tell their parents how to check on price ceilings and report violations.

* * *

School Librarians Meet

SSCHOOL Library Association of California, northern section, and Association of Childrens Librarians of northern and central California joined in a Book Brunch,

October 31, at Hotel Whitcomb in San Francisco, to honor Mrs. Beatrice Warde, guest speaker. Mrs. Warde is wellknown to the people of England for her writing under the pseudonym of Paul Beaujon and also as publicity director for Monotype Corporation of London.

In America she is better known for her work with Books Across the Sea, an organization which endeavors to strengthen Anglo-American relations by bringing books about England to American readers, and vice versa. Mrs. Warde's mother, Mrs. May Lamberton Becker, started this organization in America.

* * *

Art and Materials for the Schools, activities to aid the war and the peace, by Browne and others, a paper bound book of 120 pages, is issued by Progressive Education Association, Service Center Committee, 221 West 57th Street, New York City 19. The Committee has issued booklets and pamphlets relating to the creation of a school environment that will promote the fullest development of each individual. The present booklet, No. 2, covers art, map making, weaving, pottery, carving and many other fields; price \$1.25.

* * *

Two Poems

Obedience

W. J. Sanders, Visalia Junior College

OBEY the law to the letter;
To Caesar give his due;
But go the law one better—
Obey the spirit, too!

Respect

RESPECT is earned but never forced.
Unsought it comes without reserve
And homage pays to virtue,
Obedient to the universal law
Of deference owed to merit.
But neither threat nor gruff command,
Nor wily tricks of wit or guile,
Nor even yearning of a hungry heart
Can draw it forth to scrape or cringe
In cheap pretense or servile adulation.
Like Love it knows and finds its own
And gives and takes in even turn,
Like Good, unfailing; and like Truth, as
pure.
Respect is earned but never forced.

HOME ECONOMICS

HOME ECONOMICS ON THE HOME FRONT

*Olive Marie Daniels, State President, California Home Economics Association;
Homemaking Teacher, Exeter Union High School*

CALIFORNIA Home Economics Association is the affiliated state organization of National American Home Economics Association. The State of California is divided into six active sections—Northern, North Central, Bay, Central, Southern, and San Diego.

Home economists who are graduates of a 4-year college home economics, or related, program are eligible to membership in our state organization.

Thus we find our membership composed of progressive home economists from the fields of teaching, business, nutrition, dietetics, home demonstration, and research. Waves, Wacs and Spars are also represented on our membership rolls, as are also many persons whose chief occupation is homemaking.

The CHEA sponsors Home Economics Student Clubs in the various state colleges and high schools. These young home economists are the potential leaders of tomorrow in the association. They are encouraged to affiliate with the adult group of CHEA, at graduation from college, in order to contribute as soon as possible to the growth and development of their professional organization. A special induction ceremony is now being used to induct these new members into the association. Usually one of the state officers, or other prominent leader in the field of home economics, officiates at this ceremony.

The professional publication of American Home Economics Association for the adult group is *Journal of Home Economics*. In addition, each state organization publishes newsletters to inform members of the latest news and developments in Home Economics. For the younger student-club groups, a magazine is published by the national association. This publica-

tion is supplemented with state student-club newsletters.

The specific aim of California Home Economics Association for 1943-44 is to streamline the program of work in order to contribute specifically to winning the war and the peace to follow, and to make the most efficient use of time, energy, materials, and money.

General aims and objectives of the association for 1943-44 are:

1. To have a program of action on the home front adapted to the needs of the respective sections and communities.
2. To prepare for the peace to follow by maintaining the spirit of home and family living in the present as well as the post-war period.
3. To be living examples, as home economists on the home front, of the principles we aim to teach and demonstrate to others.
4. To evaluate carefully our thoughts, actions, and association activities, so we may most effectively contribute to the war effort.
5. To have every home economist

*Olive Marie Daniels
President*



throughout the state participating in carrying out the program and activities of CHEA.

6. To have every home economist throughout California contributing to the growth and development of home economics activities in her community, section, state, and nation, as well as enjoying the personal professional growth and development resulting from affiliation, and participation, in the program of her professional organization.

7. To officiate in the respective offices of the association efficiently, using a minimum of time, effort, materials and money.

8. To develop and execute the program of work and association business in a democratic manner.

9. To co-operate with other organizations having similar aims and objectives.

10. To serve more efficiently those we help with our homemaking program by: a. broadening our experiences with contributions and information regarding other organizations, and b. becoming better informed about world conditions in general.

Aims and Objectives

The following aims and objectives should be emphasized in the 1943-44 homemaking curricula for the youth, as well as the adults, in our educational systems.

1. Foremost, to develop a confidence and attitude in our students whereby they are willing and eager to accept the principles we aim to teach them.
2. Secondly, to develop this receptive, co-operative attitude, and sell the homemaking program by: a. the teacher's being a living example of the principles she aims to teach her pupils to apply to their every day living, and b. teaching only those things actually related to the needs of each pupil.
3. To organize and guide the members of our homemaking classes in a democratic manner.
4. To have up-to-date references in the homemaking library, and use many varied books, magazines, bulletins, movies, illustrative materials, etc., for solving problems in preference to using one particular text-book.
5. To make the homemaking department a good example of applied art, science, and homemaking principles.
6. To afford a life-like situation for teaching youths, not subject-matter.
7. To have each pupil, parent, and teacher participate in the learning process.
8. To further develop in each youth neatness, resourcefulness, promptness, accuracy, industry, reliability, and co-operation.
9. To respect the personality and ability of each pupil, and encourage each to solve

his problems in relation to his particular needs.

10. To develop especially the mentally, socially, and physically handicapped, as well as those of exceptional ability.

11. To supplement other life-like teaching methods with home projects for the practical application of principles learned.

12. To evaluate the learning process by actual application of principles learned, rather than by formal examinations.

13. To relate the home economics curricula to the total educational program.

14. For an effective program of home living education, to have the co-operation and active support of the school administrators and community.

The Curricula

The homemaking curricula for 1943-44 should be revised to include a broad, well-balanced program of work with practical, timely information and training on the phases of: 1. safety, health, first aid and home nursing; 2. child care; 3. nutrition, food marketing, meal planning, preparation and service; 4. consumer education and better buymanship; 5. victory and flower gardening; 6. conservation of clothing and home furnishings by care, repair, remodeling and dyeing; 7. better management of time, money, materials, and energy; 8. laundering; 9. home care, management, repairs and furnishing; 10. home planning, arrangements, crafts, and flower arrangements; 11. personal care, personality development, and social courtesies.

We should carefully evaluate our teaching to determine how effectively we, as home economists on the home front, are gearing the homemaking program to the war effort. The following challenging questions are helpful to use as criteria for evaluating results:

1. Am I a living example of the habits, practices, and principles I am teaching which should contribute specifically to winning the war and the peace to follow?

2. Am I emphasizing conservation and re-claiming, rather than purchasing of new materials and commodities?

3. Am I discouraging projects requiring vital war materials?

4. Am I discouraging the buying of unnecessary goods, and stressing instead,

"do I need it," and "Eat it up, wear it out, and make it do?"

5. Am I effectively encouraging better eating habits, and consumption of the health protective foods?

6. Am I teaching more careful planning and purchasing of the articles really needed for personal and household use?

War Stamps and Bonds

7. Am I encouraging the purchase of war stamps and bonds, and emphasizing the economic importance of post-war purchasing of those material things not actually needed at present?

8. Am I encouraging my pupils to salvage materials needed in the war effort?

9. Am I teaching short-cuts in methods, and the use of substitute materials, in relation to war demands?

10. Am I encouraging a maximum of development of individual responsibility at all age levels?

11. Am I teaching better self-management and more effective use of time and energy, as well as materials and money?

12. Am I stressing conservation of public utilities?

13. Am I emphasizing safety and prevention of accidents, in order to lessen the demands on medical care during war times?

14. Am I teaching more careful and efficient use of home equipment?

15. Am I emphasizing preservation of home life and family living as having greater significance during the war and post-war periods?

16. Am I emphasizing better management of the family's money, so more funds are available for investing in war stamps and bonds?

17. Am I helping to maintain and improve family morale by means of more effective instruction in personal appearance, care of clothes, simple beautification of the home, etc.?

18. Am I helping to stop the waste of food and all other materials vital to war living?

19. Do I instill a feeling of security in my pupils by personally meeting war problems with a healthy mental attitude?

20. Am I stressing victory gardens and preservation of food for contributing to the family's food supply, and flower gardens for simple beautification of the exterior and interior of the home?

21. Am I helping to interpret and stress co-operation with the government's program of rationing and other war measures?

22. Am I helping to keep my pupils aware of the changes and developments in the war program by encouraging them to read, post on the bulletin boards, and discuss timely material on vital war problems?

In order to serve her country most efficiently with her homemaking training, every qualified home economist is urged to join California Home Economics Association by November 15.

Besides contributing more effectively to winning the war and the peace to follow, affiliation with CHEA, and access to the Journal of Home Economics, offers the opportunity for personal professional growth.

Following are the names and addresses of your respective section presidents whom you should contact for affiliation with the association:

Northern — Tunia Vandebout, Box 910, Marysville.

North Central — Mrs. Verna B. Strader, Kit Carson School, Sacramento.

Central — Virginia Moore, Roosevelt Junior High School, Fresno.

Bay — Mrs. Edith Murphy, 100 San Pablo Avenue, San Francisco.

Southern — Mrs. Marvel Fisher, 726 Elvira, Redondo Beach.

San Diego — Marjorie Annin, 2417 Aristo Drive, San Diego.

* * *

The Garden

Ruth L. Merryman, Primary Teacher,
Eucalyptus School, Imperial County

DAY after day they worked
In their garden;
My neighbors —
Spading, hoeing,
Digging, raking,
Planting, until
Row by row the garden lay
Completed — naked —
Yet with that
Look of wondrous things to come.

Weeks passed and lo!
The pungent earth
Gave forth her
Vaulted powers of growth.
Life grew within
That little patch of earth —
Flower and fruit developed fast
And soon
My neighbors shared
God's handiwork with me —
A riotous assortment
Of vegetation's bounty!

IMPERIAL BEACH SCHOOL

MRS. LILLIAN M. OLIVER BECOMES DISTRICT SUPERINTENDENT

Hazel Tripp, Linda Vista School, San Diego; Formerly 4th Grade Teacher, Cajon Valley School, San Diego County

THIS fall the children of Imperial Beach, San Diego County, went to school in a beautiful new building all complete and ready even to new furniture and landscaping. The story of Imperial Beach's new school is the story of one woman's bursting enthusiasm, untiring efforts, and loyalty to her district.

Mrs. Lillian M. Oliver, who one gathers, can do anything, came to South Bay Union District in September 1926. She used an old-time hand-bell to summon her pupils to classes. This year she uses an efficient electric gong, but the old bell rests on her desk, a happy symbol of her success, and a tie with the past which she would not wish to lose.



Lillian M. Oliver

For years South Bay, a large district, but an area of low incomes, had a poor little school of 3 rooms. Even in peace it was a bit crowded and inadequate. Then came the rush of people which sent San Diego County's population doubling. Classes spilled out into the auditorium. To the rescue came the federal government.

Mrs. Oliver appealed for more room. An addition in the form of temporary classrooms was approved. With it came plans for a permanent building to be located in Imperial Beach, the western settlement in the district. But for some reason, the plans for the permanent building were dropped by the committee which passes approval on these structures when built with federal funds. This was of course a keen disappointment to Mrs. Oliver.

But being resourceful she looked around for another way. Three vacant rooms were rented in scattered places. However, the health aspects of these rooms were unsatisfactory. Again she appealed to the committee members who had cancelled the project, telling them if they would just come down and see for themselves the conditions under which her district was holding school, they would not have denied them the building so badly needed.

Lo! two of the three committee members came, they saw, and they acted. The plans Mrs. Oliver had spent hours on consulting

architects and builders became a reality and in an incredibly short time lumber, plaster and glass became a modern building.

Airy cheerful rooms, modern adjustable desks, soft colored walls, screened and ventilated lunch-cupboards have been provided for the children. The teachers have access to a beautiful restroom, located sufficiently far from the playground so it will truly be a room for resting. At noon the children eat in a lunchroom on the playground where they may each have a comfortable seat at a table.

Today these children have the advantages of any child in a large city school system — a lasting symbol of the foresight and vision of their administrator.

IN a world of people who are all different, Mrs. Oliver stands out as extra different. As a teacher she has an extraordinary wide range of talents and interests that take form in many directions. If one were to tell her she was wonderful she would agree with "So are all of us and we can do these things if we just go ahead and do them." She has the faculty of making one believe it. Therein lies success as a teacher. She has the heart of a poet but combines rare practical sense and keen business knowledge of how to get things done in a business world.

A Unique Position

She is a valued employee of her district, transacting the business, supervising instruction, looking after the finances, budget and future planning. As the school grew through the years, Mrs. Oliver became a valuable asset, being familiar with the problems and equipped to work out solutions. When it became necessary to employ a fulltime principal, she was chosen for the place. This year when the two schools were established, she was chosen as district superintendent, a position unique for women in this county.

As she begins her work as district superintendent, it is good to know that faithfulness occasionally, at least, is rewarded. In her 17 years in South Bay Union District, Mrs. Oliver has had opportunities to move to bigger schools, but a part of her philosophy is that one must make his own place in this world, and prove his worth in his place of service. She put behind her tempting offers from larger schools which would have been glad to secure her and where she

would have made a success on any faculty. Rather than move to a larger school, she brought a larger school to where she was.

This year Mrs. Oliver is starting school with a tremendous increase in enrollment. A building principal, 18 teachers, and 6 uncertificated employees are under her supervision also. Her first faculty meeting starts off as usual with a tea, so everyone is relieved of the classroom tension and has a bit of relaxation. Each teacher gets the opportunity to greet her co-workers. There are opportunities for the teachers in the two schools to contact one another frequently.

THE case of Mrs. Oliver in South Bay Union School is the best possible argument for those who believe teachers should be given security in their positions over a number of years. Mrs. Oliver would readily admit that she has been able to accomplish some worthwhile things for her district because she had the goodwill and confidence of the community during these years.

Having security in her position, she felt justified in making plans for the future, and she was glad to work unselfishly to fulfill those plans. While Mrs. Oliver is no



The beautiful new Imperial Beach Elementary School. Human figure at left gives scale.

doubt equipped with unusual talent and a personality that invites cooperation, many other California teachers could accomplish things quite as important, though possibly less objective, for their school districts if they were also permanent in their positions so they would be free to plan for the future.

* * *

U. S. War Department has issued a set of 4 bulletins on pre-induction vocational training in auto mechanics, machine-shop practice, air-craft maintenance, and electrical signal communication, prepared jointly by the War Department and U. S. Office of Education.

* * *

Exploring Journalism, with emphasis on its social and vocational aspects, by Wolseley and Campbell, a big text of nearly 500 pages, issued by Prentice-Hall, 70 Fifth Avenue, New York City, presents an integrated study of journalism from the modern standpoint; price \$3.75. It is one of Prentice-Hall journalism series, edited by Kenneth E. Olson.

RECENT CHANGES

RECENT CHANGES IN CALIFORNIA SCHOOL POSITIONS IN NORTHERN CALIFORNIA

Earl G. Gridley, CTA Director of Placement, Berkeley

Alameda County

JACK PROUTY, former principal, Irvington elementary school, elected principal, Pleasanton elementary school.

Irma T. Bond elected principal, Irvington elementary school.

V. Bernard Johnson, former principal, McArthur high school, elected principal, Pleasanton high school.

Guy R. Householder is the new director of physical education for the county rural schools.

Oakland

Bernice Baxter and James A. Hensley have been promoted to the rank of administrative assistants.

B. W. Spencer elected principal, Central high school.

Mrs. Helen Hunt is acting principal, University high school.

John Soelberg elected principal, McClymonds high school.

R. W. Kretsinger elected principal, Hamilton junior high school.

Alma Collis elected principal, Crocker Highlands elementary school.

Miss Joseph Woodfin elected principal, Maxwell Park elementary school.

Mrs. Marion Peterson elected teacher in charge of John Swett elementary school.

Alameda City

Mary McKeown elected principal, Franklin school.

Robert C. Titus elected assistant superintendent of Alameda schools.

Ralph Cioffi elected principal, Haight school.

Lowell W. Mell, former principal of Lincoln school, has gone into Navy.

Irvin F. Futter elected principal, Lincoln school.

Donald Roderick elected principal, Mastick school.

Harold LaJeunesse, former principal, Porter school, resigned to go into Navy. Joseph Kavanaugh has been elected principal.

Carl V. Payne elected principal of Alameda evening high school.

Berkeley

Oliver C. Lawson elected assistant superintendent of schools; A. B. Campbell is serving in Navy.

Dr. Georgina T. Droitcour elected director of curriculum.

H. N. McClellan elected principal, Willard junior high school.

C. K. Hayes elected principal, Thousand Oaks school; Beecher Harris, the former principal, resigned to enter business.

Mrs. Eugenie Jackson elected principal, LeConte school.

Helen Maslin elected principal, Hillside school.

Leo J. Graham elected principal, Columbus school.

John L. Horning elected principal, Longfellow school.

Alfred C. Baxter elected principal of Garfield junior high school.

Amador County

Lawrence Danilovich, former teacher, Jackson high school, promoted to the principalship. Donald G. McKay, the former principal, resigned to accept principalship of Clarksburg high school.

Butte County

Harold P. Hill, former principal, Durham high school, has gone into Navy.

Louis Edwards, former district superintendent of schools, Corning, elected to principalship, Durham high school.

Donald McCullough elected to the principalship of Biggs elementary school.

Calaveras County

O. L. Kentfield elected principal, San Andreas high school. Everett O'Rourke, former principal, resigned to accept position as rural supervisor of Yolo County.

Colusa County

Paul Targhetta, former teacher, Rio Vista

high school, elected principal of Maxwell high school.

Harold Lawless, former principal, Maxwell high school, elected principal of Pierce joint union high school, Arbuckle.

David Davidson elected principal, Williams high school; Edward D. Morgan, former principal, has gone into Navy.

Contra Costa County

David C. Gray promoted to principalship of Richmond high school; B. X. Tucker retired.

Fresno County

John Bieler, former teacher, Reedley high school, elected to principalship of Farlier high school.

Humboldt County

H. W. Adams of Silverton, Oregon, elected superintendent of Eureka schools; J. Warren Ayer retired.

Glenn J. Guthrie, former principal of Eureka junior high school, promoted to principalship of Eureka high school.

Wayne McIntire, former principal of Antioch junior high school, elected principal of Eureka junior high school.

Inyo County

Charles F. Smith, former teacher, Big Pine high school, promoted to principalship; Herbert D. Gwinn, former principal, has gone into Navy.

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Kern County

H. W. Pat Kelly elected principal, Shafter high school.

William F. Fimes, former district superintendent of schools, Avenal, elected district superintendent of schools, Delano.

Kings County

W. H. Reilly, former principal, Mendocino high school, elected principal, Avenal high school.

Edwin Clark elected district superintendent of Avenal elementary schools.

Lake County

Jacob Wiens, former teacher, Hanford high school, elected to principalship of Middleton high school. Clifton Boyack, former principal, has gone into Berkeley city schools.

Wallace McPhee elected principal, Kelseyville high school.

Lassen County

L. Vernon Greenleaf, former teacher, Bieber high school, elected to principalship. J. B. Parker, former principal, resigned to accept position in Vallejo city schools.

Marin County

E. B. Christensen, former principal, Covelo high school, elected to principalship of Tomales high school. John Sidener, former principal, resigned to accept principalship of Rio Vista high school.

Clifton Boyle elected acting superintendent of schools, Sausalito.

Ward Austin promoted to principal of Marin junior college.

Mendocino County

R. L. Sharp, former teacher, Ukiah high school, elected principal, Covelo high school. E. B. Christensen, former principal, resigned to accept principalship of Tomales high school.

Carl Schrader elected principal of Fort Bragg high school; Vance D. Lewis, former principal, has gone into service.

James R. Wilson, former teacher, promoted to principalship of Booneville high school. Lester Skelley, former principal, resigned to accept position in Richmond city schools.

Wendell J. Forney, former teacher, Mendocino high school, promoted to the principalship. W. H. Reilly, principal, resigned to accept principalship at Avenal.

Merced County

Henry E. Newbold, vice-principal, Gustine high school, promoted to principalship.

Harry Wandling, former principal, Alturas high school, elected county rural supervisor, Merced county.

Modoc County

Francis Page, former teacher, Quincy high school, elected principal, Adin high school.

Lloyd J. Austin, former teacher, Alturas high school, promoted to district superintendent. Harry Wandling, former district superintendent, elected county rural supervisor, Merced county.

Monterey County

R. Lee Ross, former principal, Mount Eden elementary school, elected elementary superintendent of schools, Alisal.

J. Wilson Getsinger, former teacher, promoted to principalship of Carmel high school; Otto W. Bardarson, deceased.

Napa County

Alvin Kuster, former principal of Middletown elementary school, elected to principalship, Callistoga elementary school.

Carl L. McDonald, former principal, Callistoga elementary, elected county supervisor, Napa county.

Placer County

E. V. Cain, former district superintendent of schools, Red Bluff elementary schools, elected to district superintendency, Auburn elementary schools.

Plumas County

E. E. Schwartz elected to district superintendency, Quincy elementary schools.

Sacramento County

Laurence A. Duffield, former principal, Weaverville high school, elected to principalship, Courtland high school.

Malcolm Murphy elected acting principal, Sacramento high school; F. Melvyn Lawson is in military service.

San Luis Obispo County

Edwin Hendrix, former principal, Biggs elementary school, elected principal of Templeton high school.

San Mateo County

Marie Miller elected supervisor of attendance, San Mateo high school district.

William T. Van Voris elected superintendent, San Mateo high school district; F. J. McConville, deceased.

Elsie Northrup elected acting-principal Burlingame high school; Thos. Reynolds entering Navy.

Santa Clara County

Clinton Kast, former principal, Galt elementary school, elected to principalship, Sunol elementary school.

M. F. Susanj, former principal, Sunol elementary school, resigned to accept principalship, Almaden elementary school.

Jack Anderson elected principal, San Jose technical high school.

A. W. Ray elected principal, Purissima, Stanford and South Palo Alto elementary schools.

Arthur Bubb, former principal of Bonita school, Crows Landing, elected to principalship of Fremont elementary school, Santa Clara.

Santa Cruz County

Lee T. Sims, former principal of Rio Vista

high school, elected to principalship, Santa Cruz high school; W. E. Elmer, retired.

Frank A. Bricker elected principal, Live Oak school.

Shasta County

George Roehr elected principal, McArthur high school. V. Bernard Johnson resigned to accept principalship, Pleasanton high school.

Siskiyou County

Lois Nicholson, former teacher, Yreka high school, promoted to principalship; Donald Lund, former principal, gone into Navy.

Robert Wakefield elected principal, Happy Camp high school.

R. A. Matthews elected principal, Dorris elementary school.

Solano County

John Sidener, former principal, Tomales high school, elected to principalship, Rio Vista high school. Lee T. Sims, former principal, resigned to accept principalship, Santa Cruz high school.

Sonoma County

Carl J. Penn, former principal, Cloverdale elementary school, elected rural supervisor of Sonoma county.

Homer Alderman, former teacher, Cloverdale elementary school, promoted to principalship.

Mrs. Flora Anderson elected principal, Cinabar elementary.

Mrs. Ethel Polhemus elected principal, Lewis elementary.

Mrs. Ethel Howard elected principal, Sebastopol elementary.

Mrs. Linda Jobe elected principal, Todd elementary.

Mrs. Edna Barham elected principal, Vine Hill elementary.

Mrs. Katherine Wing elected principal, Willson elementary.

Mrs. Bernice Basso elected principal, Windsor elementary.

Stanislaus County

Robert Henry, former principal, Tuolumne high school, elected to the principalship, Patterson high school; E. E. Wellemeyer deceased.

Ray S. Tallmon, former principal, Pierce joint high school, Arbuckle, elected to principalship of Hughson high school. F. H. Hurnl, former principal, accepted position in Berkeley school department.

A. A. Douglass elected superintendent, Modesto city schools.

Mr. Marion Maynard, former vice-principal, Patterson elementary school, elected to principalship of Crows Landing elementary school. Arthur Bubb, former principal, resigned to accept principalship, Fremont elementary school, Santa Clara.

Tehama County

William Mettear, former principal of Live Oak elementary school, elected to district superintendency, Red Bluff elementary schools. E. V. Cain, former superintendent, resigned to accept district superintendency, elementary schools at Auburn.

Sherman Thompson elected to district superintendency, Corning elementary schools. Louis Edwards, former superintendent, resigned to accept principalship, Durham high school.

Trinity County

Melville T. Hoyt, former vice-principal, Antioch high school, elected to principalship. Weaverville high school. Laurence A. Duffield, former principal, resigned to accept principalship, Courtland high school.

Tulare County

J. David Laird, former district superintendent of schools, Delano, elected to superintendency of elementary schools at Tulare. Dr. John H. Napier resigned to accept superintendency of schools in Mississippi.

W. Lloyd Diggs, former teacher, Orosi high school, promoted to principalship.

Allen W. Beach elected to general supervisor of Tulare county.

Mrs. Lenore Bravo elected to county school supervisor, Tulare county.

Tuolumne County

Francis E. Marra, former teacher, Tuolumne high school, promoted to principalship. Robert A. Henry, former principal, resigned to accept principalship, Patterson high school.

Yolo County

Donald G. McKay, former principal, Jackson high school, resigned to accept district superintendency at Clarksburg; Ray G. Allee, former superintendent, has gone into the Navy.

Everett O'Rourke, former principal, San Andreas high school, resigned to accept position as rural supervisor, Yolo County.

Tuba County

M. R. Jacobs elected principal, Wheatland high school.

* * *

Mental Hygiene

NORMAN Fenton, professor of education, Stanford University; director of guidance, Menlo School and Junior College; formerly director of California Bureau of Juvenile Research and internationally known in his field, is author of *Mental Hygiene in School Practice*, a substantial volume of 470 pages, published by Stanford University press; price \$4.

Here is a new text based upon practical application and experience as well as sound theory. For more than 25 years the author has worked in the field of mental hygiene. He has helped school systems, children's institutions, and other community agencies to handle children's cases and to set up mental hygiene programs, participating both as a consultant and as a teacher. This rich and varied experience he has put into this excellent book.

Fighting Fire, by Captain Burr Leyson, first brought out by E. P. Dutton & Co. in 1939, now appears in a brilliant new wartime edition, with up-to-the-minute photographs and two new chapters on the auxiliary fireman and incendiary and explosive bombs. For teen age boys and girls, it is thrilling reading for adults as well; price \$2.50.

* * *

Mystery Rides the River, by Annette Turngren, is a dashing story for young people, ages 14-18, published by Thomas Nelson and Sons, 385 Madison Avenue, New York City.

Hawaiiana

POPULAR Hawaiian Publications, a 6-page illustrated folder, is an attractive annotated check-list and order form of printed matter issued by George T. Armitage, Hawaiian Service, P. O. Box 2835, Honolulu 3, Hawaii.

Thirty interesting publications are listed and described. Innumerable Californians who have visited Hawaii will want this list and some of the publications.



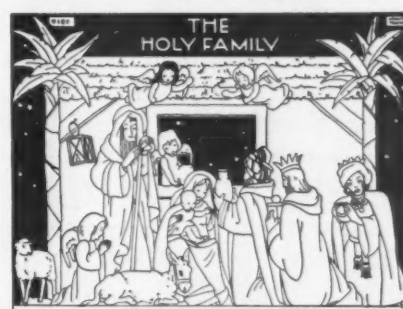
Cathedral Windows

Every classroom needs a set — only \$1.15 postpaid

For an atmosphere of *stability* in this changing world, make "Cathedral Windows" part of your classroom decoration this winter. Rich in the feeling of old-time Christmas piety and good will, they help meet a basic need of today's youngsters.

"Cathedral Windows" — a set of four subjects (angel, caroller, wise man, and candles) — are colorful, transparent prints on parchment, mounted on black cardboard veined in faithful imitation of lead-filled stained glass. A full 17 in. high, they hang in windows (beautiful with light streaming through) or stitched together as large, handsome Christmas lanterns.

Rigid and durable; one set will brighten many a holiday season. Complete set of four "Cathedral Windows," \$1.15 postpaid.



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Fascinating Christmas cutout for a sandtable project. Here are the principal characters that were present around the manger in Bethlehem that first Christmas day. Designs printed on heavy cardboard, ready to be cut out and colored; each figure a separate unit — many groupings possible. 45c. postpaid.

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JUNIOR RED CROSS

ENROLLMENT CAMPAIGN NOVEMBER 1-15

THE World War has brought new educational values into the program of the California Junior Red Cross. Mastery of handcraft gains new significance when the student is making a loom to be used by a shell-shocked veteran of Guadalcanal struggling back to normal muscular and nervous control.

It's more thrilling to cut and paste a jolly Uncle Sam poster . . . where the old gentleman wears a chicken feather for a beard . . . when the student knows that the poster is bound for an isolated camp overseas.

No longer does the Junior Red Cross sponsor find it necessary to urge listless students to do their share. Johnny, who prided himself on being the class drone, has a brother fighting in Italy. Sally, whose lashes used to droop with weariness at the very suggestion of a new project, boasts an adored sister in the WAVES.

They're both marvels of energy!

Broadest channel for junior wartime production in the United States is the Junior Red Cross, with its membership of 17 million future American citizens. During November, the Junior Red Cross enrollment month, 31 million more students are expected to enroll.

Because of the war emergency, a major Junior Red Cross task is production of comfort, convenience and recreational articles for our armed forces at home and abroad. During the last school year Junior Red Cross members in the seven states of the Pacific Area piled up a grand total of 1,341,095 articles produced and delivered.

Sixty percent—and more!—of this work was done by California members.

Broken down into special objectives, this total represents 97,545 articles for hospital patients. This number includes bathrobes, afghans, fracture pillows, housewives, wash cloths,

pneumonia jackets. Convenience articles for the Armed Forces total 309,724 and include back-rests, writing boards and pads, laundry-bags, gun-wipers, ash-trays. Furniture for hospitals reaches a total of 2,403 articles such as book wagons, bed-tables, bed-trays and folding-tables.

Comfort articles for able-bodied men, numbering 9,562 mean kit bags (filled), socks, sweaters, helmets, mufflers and mittens while 12,598 pieces of furniture and equipment go out to service day rooms. Holiday gifts, all the way from cakes to Santa Claus suits and Christmas trees, reach 82,355 and holiday articles, book marks, greeting cards, tray favors, total 435,764. In the field of recreation, 590,752 games, puzzles and joke books are sent to the forces.

California teachers employed over 5,430 copies of the Junior Red Cross pamphlet Accident Causes.

On the international front, Junior Red Cross members in the state prepared 6,957 gift boxes which were delivered to children in wartorn countries like Russia and China and neighboring Latin America. They also contributed \$10,299.80 to the National Children's Fund, a fund devoted to welfare of children all over the world. Again, this was the major portion of the entire amount contributed in the Pacific Area.

At this moment, 9,000 gift boxes are on their way to the Soviet Union as gifts from the Junior Red Cross in California. Packed in these boxes are toys, toilet articles, hard-candy—all luxuries unheard of among the children of our hardpressed ally.

CHRISTMAS units for overseas also have started their long, hazardous journey to American soldiers on five Continents. Included are 300,000 Christmas cards, designed and printed in the schools of San Francisco; posters to brighten gray hospital wards, which are being painted by Junior Red Cross members in Los Angeles, Santa Monica and Santa Barbara; amusing bulletin board pieces like the Uncle Sam with the feather beard, guaranteed to delight a homesick G.I.

Hundreds of three-dimensional Christmas trees—green cardboard spangled with stars—will transform bare canteen tables from Alaska to Australia into centers of holiday cheer. Thousands of Christmas tree decora-

tions—golden-haired angels, pretty ladies in gay costumes, wooly lambs and plump Santa Clauses—will travel to American servicemen abroad, remind them that their friends at home at thinking of them when they trim the tree on Christmas Eve.

* * *

Military Specialties

117 Military Occupational Specialties which account for approximately 90% of all Enlisted Personnel

CAPTAIN Elmer E. Wilson, QMC, Field Representative, Civilian Pre-Induction Training Branch, Industrial Personnel Division, ASF, of the United States Army, has sent to Sierra Educational News a list of 117 military occupational specialties which account for approximately 90% of all enlisted personnel.

We are presenting this list to the teachers of the state in order that they may be in a position to counsel some of their pupils as to the branch of military service in which they may find congenial work when seeking to enlist.—Ed.

Group 1. Dual Military and Civilian.

Job No.	Title
014	Automobile Mechanic
017	Baker
035	Bridge Builder
050	Carpenter, Construction
052	Chief Clerk
055	Clerk, General
056	Clerk, Mail
059	Construction Foreman
060	Cook
078	Electrician
081	Engineman, Operating
093	Horse Breaker
103	Laundry-Machine Operator
114	Machinist
121	Utility Repairman
174	Radio Repairman
177	Radio Operator
186	Receiving or Shipping Checker
189	Rigger
203	Packing-case Maker
213	Stenographer
228	Instrument Man, Surveying
237	Teletypewriter Operator
238	Lineman, Tel. & Tel.
242	Toolroom Keeper
244	Tractor Driver
245	Truck Driver, Heavy
252	Foreman, Warehouse
256	Welder, Combination
271	Longshoreman
303	Hospital Orderly
309	Telephone Operator
323	Stock Record Clerk
324	Stock Clerk
344	Chauffeur
345	Truck Driver, Light
348	Parts Clerk, Automobile
359	Highway Construction Machine Operator
360	Hoist Operator
374	Stock Control Clerk
378	Motorcyclist
405	Clerk-Typist
409	Medical Technician

Group 2. Military Jobs.

Job No.	Title
501	Administrative Technical Clerk
502	Administrative Non-Com Officer
503	Liaison Agent
504	Ammunition Handler
505	Ammunition Non-Com Officer
511	Armorer
513	Airplane Inspector
514	Radar Operator, Designated Set
521	Basic
529	Balloon Maneuvering Crewman
531	Cannoneer
533	Demolition Specialist
539	Chief of Section
542	Communication Chief
555	Airplane Sheet-Metal Worker
565	Pack Driver
566	Duty Non-Com. Officer
585	First Sergeant
590	Laborer
603	Gunner
605	Heavy Machine-Gunner
606	Antiaircraft Machine-Gunner
610	Antitank Gunner
611	Aerial Gunner
616	Tank Gunner
620	Parachute Rigger & Repairman
627	Special Service School Instructor
645	Fire Control Instrument Operator
650	Switchbld. Operator Local Battery
651	Platoon Sergeant
652	Section Leader
653	Squad Leader
657	Letter Bearer
658	Link Trainer Instructor
659	Technical Instructor
666	First Aid Man
668	Truckmaster
673	Medical Non-Com Officer
675	Messenger
677	Military Policeman
679	Motorcycle Scout
685	Airplane Electrical Specialist
686	Airplane Instrument Specialist
687	Airplane Propeller Specialist
693	Instrument Observer
694	Spotter
695	Orderly
734	Half-Track Driver
745	Rifleman
746	Automatic Rifleman
747	Airplane & Engine Mechanic
754	Air Forces Radio Mechanic
755	Air Forces Radio Operator
756	Air Forces Radio Operator & Mechanic
761	Scout
766	Radio Operator, High Speed
776	Radio Operator, Low Speed
786	Toxic Gas Handler
802	Artillery Mechanic, Minor Maintenance
803	Bugler
813	Motor Trans. Non-Com Officer
814	Operations Non-Com Officer
816	Personnel Non-Com Officer
821	Supply Non-Com Officer
824	Mess Sergeant
826	Air Forces Technical Sup. Non-Com Officer
846	Portable Power Generator Operator
855	Dental Technician
861	Surgical Technician
901	Munitions Worker, Aviation
911	Airplane Armorer
923	Auto Equipment Mechanic
932	Refueling Unit Operator
945	Photographic Laboratory Technician

Dangerous Diseases

SOME Dangerous Communicable Diseases, a special unit-of-study in health education for senior high school and junior colleges, is a manual to accompany a set of 60 lantern-slides or glazed cards for reflecting projectors.

Planned as a project in visual education, but also adaptable to lecture and textbook methods, this highly commendable manual for teachers and students is by Dr. Maurice A. Bigelow and a group of editors. He is chairman of American Social Hygiene Association committee on education. The bulletin is issued by the association at 1790 Broadway, New York City 19, N. Y.; price 10c.

This short unit of study in Health Education in relation to Social Hygiene gives special emphasis to syphilis and gonococcal infections considered as communicable diseases. It outlines what maturing youth in America ought to know about these diseases in relation to personal and family health.

* * *

Macmillan Books

THE Macmillan Company, with Pacific Coast Headquarters at 350 Mission Street, San Francisco, John H. Beers, Pacific Coast manager, has issued 3 books of interest to California teachers:

1. The Rise of Our Free Nation, by McGuire and Portwood, a large-format text of over 800 pages, with typography and illustration of exceptional beauty, is an American history text for secondary schools. Special features are the stresses upon Democracy and upon our Power Age. An unusually effective equipment is provided for study and teaching, including previews, threads of continuity, and other study-helps; price \$1.88.

2. Electricity for Everyone, by Lunt and Wyman, is a very attractive high school text, organized on a progressive plan and with many study-helps, 660 pages; price \$2.56.

3. Actual Business English, revised edition, by Deffendall; is a comprehensive revision thoroughly modernized to train students to use effective English in business. Abundant practice is provided with stress on business English. The text is for high school commercial courses and English courses in business schools; price \$1.84.

Military Training

CALIFORNIA high school people will be interested in the following opinion of the Attorney General as stated in the Weekly Law Digest of October 12:

High Schools; Military Training (NS-5131) — "Where military training contemplated by Sections 500-517 of the Military and Veterans Code is made a part of the compulsory education course in a high school, pursuant to rule of the State Department of Education, uniforms required of students are to be furnished by the high school district."

Two

Californians

write for young children

Dorothy W. Baruch

Pitter Patter

Professor of Education at Whittier College and author of *You, Your Children and War*, Dr. Dorothy W. Baruch has now written a delightful book for very young children. *Pitter Patter* tells about the rain as it falls on automobiles and planes, cows and ducks. It also tells about the little boy who stays triumphantly dry in raincoat, rain hat and galoshes. Large pictures in 4 colors by Charles G. Shaw. Ages 2-4, \$1.00

Veotta McKinley Adams

Capt. Joe & the Eskimo

Veotta McKinley Adams, who wrote *Capt. Joe & the Eskimo*, is a teacher in the Oakland Public Schools. Her book is the hilarious story of the surprising things that happen when Capt. Joe tries to rescue an Eskimo from an ice-floe. Beyond that, it makes the point that different ways of doing things are also good ways and deserving of respect.

Pictures in 2 colors
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DEFEND OUR REPUBLIC

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION

IF we are to have a world where peace prevails by the desire and consent of the people and not through fear and armed force, we must create conditions whereby the people of the world may become universally educated. . .

"The welfare of our country demands that American teachers shall serve the children in their charge honestly and fearlessly. . .

"From the standpoint of national welfare the most productive and the most important work children can do is school work. . .

"Adequate, competently staffed schools constitute the most important and effective agencies for the prevention of juvenile delinquency."

These 4 quotations from statements adopted by National Commission for the Defense of Democracy Through Education at its recent sessions in Washington, D. C., indicate that the Commission continues to stand firm upon the principles which it was created to defend.

The Commission has long recognized the fact that the surest foundation for world peace lies in the education of all peoples. Having pioneered in advocating an International Education Office, the Commission will continue its efforts in cooperation with other organizations to secure a consideration of Education at the peacetable and to encourage the development of democratic education throughout the world.

Toward the defense of schools and the teaching profession the Commission directs much of its efforts. Inquiries into and investigations of attacks against school policy or school personnel are in progress in various sections of the country.

Honorable Defense

In all such action the Commission seeks to establish honorable defense

1. Against unjust dismissals of school personnel;
2. Against restrictions upon the political freedom of teachers, their right to teach the truth, and their right to organize and function in professional associations;
3. Against the domination or control of education by any group, whether political, religious, social, racial, or economic;

4. Against the intrusion of partisan propaganda into the courses of study.

The rapid nation-wide increase in child labor due to war conditions has prompted the Commission to speak out in vigorous opposition to the trend. Last spring over two million children 12-17 years of age were working instead of attending school. This September a much greater number of withdrawals was indicated.

The number of children out of school because of legally-issued work-permits has increased 450% since 1940. Thousands of children are working after school hours without necessary protection as to length of hours and working conditions.

For these reasons the Commission urges:

1. That child labor and school attendance laws be strictly enforced;
2. That vigorous efforts be made to correct defects and to raise low standards in existing child labor laws, and to prevent the weakening of present laws by amendment;
3. That the gravity of the situation be presented to parents, public officials and the public in general.

Juvenile Delinquency

Juvenile delinquency is alarming the nation. The Commission unequivocally holds that, in spite of efforts in other directions, this problem will not be solved until the following standards are maintained in every state:

1. Well-prepared and adequately compensated teachers in sufficient numbers to give personal study and attention to every child;
2. Full school-terms for all children up to 18 years of age;
3. School courses adapted to the abilities and interests of all children; special instruction and guidance for atypical children;
4. Well-equipped, properly located and fully utilized school buildings;
5. Adequate school-attendance laws administered by trained social workers;
6. Cooperation between schools and social service agencies in every community.

Out of this war should come an upgrading in the standards of American education. The war has revealed our educational needs and weaknesses. Great Britain has already prepared a White Paper on Education for use in her postwar planning, and it is well that we do likewise. The Commission favors a comprehensive, post-war educational program embodying all of the following:

1. The thorough education of all American children up to the age of 18 years, irrespective of race or place of residence;
2. Opportunity for college education or ad-

vanced technical training for those who can profit by it;

3. Provision for post-war education of service men and women and war-workers;

4. Extension of adult education;

5. The development of a competent, well-paid teaching force in all sections of the country. This will require, in many cases, better salaries, better tenure protections and better working conditions for teachers;

6. Provision for Medical inspection and treatment of all school children and provision for mental and behavior clinics, for social case work, and for adjustment classes for those children who are shown to require such special facilities;

7. Provision for school plants, equipment and grounds needed to pursue the courses and activities in line with the purposes of modern education for all children irrespective of their race, economic condition or geographical location.

MEMBERS of the executive committee of the National Commission for the Defense of Democracy Through Education are:

Alonzo F. Myers, school of education, New York University, chairman; Mrs. Mary D. Barnes, elementary-school principal, Elizabeth, New Jersey, vice-chairman; Mrs. Edith B. Joynes, president, National Education Association; Willard E. Givens, executive secretary, NEA; Ernest O. Melby, chancellor, University of Montana; Frank P. Graham, president, University of North Carolina; Frederick Houk Law, formerly high-school English department head, New York City; Orville C. Pratt, past-president, NEA; Joseph H. Saunders, chairman, NEA board of trustees; and Kate Frank, classroom teacher, Muskogee, Oklahoma. Donald DuShane is secretary of the Commission.

* * *

A New World

BUILDING A New World, by E. Guy Talbott, a paper-bound book of 64 pages, is from the pen of one of California's outstanding leaders in the field of international relations.

He is internationally-known on the basis of his previous books: Peace in the Pacific, Price of Peace, Essential Conditions of Peace, The Church and the Labor Problem, A Better World (Poems).

The present brochure comprises 3 lectures delivered before many widely-separated audiences in the United States. Dr. Talbott is director of International Center, San Francisco and Pacific Coast director of various organizations.

Address International Center, 68 Post Street, room 325, San Francisco; price 25c.

BACKGROUND FOR PATRIOTISM

Mrs. Martha Ralph, Teacher, Primary Division, Oak Grove Elementary School, Monterey

AT all times, but especially in troubled times such as these, children should be given the opportunity to develop an appreciation of our heritage, and led to feel that they are a part of something that has been built up and is steadfast and lasting. The tenseness all about us is reflected in the insecurity of many children, so that any attempt to make them feel sure of their country is not wasted effort.

In the new world after the war, the United States undoubtedly will take a leading part. If we of this country are to be prosperous, rather than endure another depression, we will need the wisdom and the sense of responsibility to care for and guide the world according to our capacity.

What will those of the younger generation be able to do? They will bear the brunt of the war, so the training that they are receiving now must prepare them for the decisions and the responsibilities of the future. The school must begin now to visualize the world to come and to prepare the children to live in it as worthy citizens.

The years that children spend in school now must serve a practical purpose. Even in the primary classes history and geography must become a real and a living thing to each child.

It was with these things in mind that a unit of work on patriotism was initiated in the Primary Division at Oak Grove School. There was some doubt as to the amount of interest the present-day child would show in such a unit, when his usual leanings are toward airplanes, trains and boats; in fact, anything with plenty of action. But the reception by the class exceeded the teacher's fondest dreams.

February was chosen as the logical time to undertake the unit; Washington was studied first because some of the children had brought pictures and

stories about him. They became as interested in the adventures and characteristics of Washington as in any story they had heard all year. When they learned of the formation of our country, they decided to play that they were forming a new country, too. So, in a very simple way, of course, they set up a government in their room.

All monitors for the month bore a fancy governmental title, such as Secretary of Agriculture, instead of plant and flower monitor, or Minister of Supplies instead of paper. Before qualifying for such responsible positions, the children had to meet some very rigid tests of character, which they had noted in their stories of Washington. Thus one of our leaders became real.

Lincoln and Washington

Lincoln, too, aroused much interest, and the children began to notice that the qualities that our leaders must have are the very things that receive attention on their report cards. The life of Lincoln provides a fine contrast to that of Washington, a contrast that even very young children can recognize and understand if given the opportunity. They learned that a strong leader becomes one through hard work, loyalty, and understanding. The fact that Washington and Lincoln were both war-time Presidents also helped to make them more real to children who hear and speak about war many times a day.

Along with the stories of our early leaders also were interwoven some of the legends and traditions of our country. Betsy Ross and how she made our first Stars and Stripes; the writing of our national anthem and the meaning of the words; the significance of the Statue of Liberty; the meaning of our Flag and the respect it should command—all these and

more helped the children understand and, what is more important, feel that they themselves are a part of our America.

Patriotism is abstract, but these children know what it is. They have a feeling for their country and its successes and errors, because they are part of it. The "government" and "our country" are no longer merely adult terms, but are of vital interest to them too. While boats, and trains and airplanes are still an integral part

Build the Future WITH BOOKS

This is the timely and appropriate theme of the 1943 Children's Book Week. Today books mean more than ever to the future for which America is fighting, to those who will build that brave new world to come. Every American boy and girl must learn to know his country better—its history and its people—and to think more clearly about responsible citizenship.

Through a century and a half of publishing, it has been the steady aim of J. B. Lippincott Company to provide genuinely worthwhile books for building the future, to help both teacher and pupil with books to suit every age, interest, and need. Now, both as a publisher and as sales agent for the famous juvenile list of Frederick A. Stokes Company, Lippincott offers one of the most complete lists of books in America for school libraries.

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of each little girl and boy, they now salute each morning because they are a part of that Flag. It has ceased to be just a banner.

* * *

America at Work

WORLD Book Company, with Pacific Coast headquarters at 149 New Montgomery Street, San Francisco 5, has issued 3 books in an important new series, America At Work, for the junior high school level.

Titles are,—Machines For America, 80c; Power For America, 80c; Wings For America, \$1; co-authors are Marshall Dunn, widely-known writer, and Lloyd N. Morriett, professor of education, University of California, Los Angeles, formerly superintendent of schools, junior high school principal and teacher of social studies.

Characterized by both timeliness and a long-term perspective, this new series is a major contribution to the curriculum for upper elementary or junior high grades. In smooth, straightforward style the three books present concrete pictures of working America—our great industries, our rich sources of energy, our technological advances, and representative men and women at work.

These books describe the materials and methods of a productive nation at work. The authors are convinced that "ours is a great nation with a way of working and living together that should and will survive." The America At Work Series tells a story that needs to be told and that will give increased appreciation of and belief in the American way of life.

* * *

California state representative for NEA Department of Elementary School Principals is Louis A. Cook, Jr., principal of William Cullen Bryant Elementary School, Long Beach, in Los Angeles County.

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McCormick-Mathers Books

MCCORMICK-Mathers Publishing Company, with home offices at Wichita, Kansas, and Pacific coast headquarters at Los Angeles and Portland, has issued several attractive bulletins in color concerning their recent publications.

One deals with their Growing Up

With Numbers and Arithmetic Series, 5 books, by Weber and Weber. Another explains their series of 5 books of individual creative exercises for elementary school English, by Price and others.

Helpful Order Blank

The company also issues a comprehensive order blank with a helpful annotated list of their publications.

TEACHING SPELLING

TEACHING SPELLING VIA THE TYPEWRITER

Mrs. Mabelle B. McGuire, Ventura Junior High School

THROUGH experience, the teacher of typing readily concludes that there is little correlation between learning to type and spelling. Although students who are typing, are constantly using words, either in speed-writing or technique and rhythm drills, they are not conscious of the words they type. As beginners at the keyboard, they are training for a mastery of letters. As speed develops, they are, for the most part, conscious of the fleeting copy-picture and word-pictures seldom adhere to the memory.

This is partly due to functional training and partly because of individual differences in students. Seldom does a student, when typing a speed-test, pay any attention to the text of the copy. Although the N. C. Kimball tests and other popular testing-material are replete with humor, very rarely is there a smile in evidence during a test, and only a small percent of the students can tell later what the content was.

A few students, on the other hand, learn typing by a photographic fixation of word-pictures and these students are excellent spellers. It is this group who do well when original letter-writing is introduced into the typing program.

Concluding then, that spelling is not an unconscious resultant of typing, I determined to make it a conscious part of the program. Greggs list of the thousand most common words in

order of frequency was used, with 15 minutes of drill at the beginning of each period every other day for third semester typists in the junior high school. Then once a week a spelling test of 50 carefully-selected words was given. The students wrote them on the machine, taking dictation at moderate speed. Dictation, which is invaluable training in second year typing, is here put to good use. The boys and girls were graded in spelling and this grade entered in the typing record.

Another conscious spelling device is to have students practice the words they miss in a timed speed or accuracy test, writing one or two lines of each word.

For beginners, spelling may be emphasized at the start of the course when the keyboard is first learned. Instead of emphasis on letter drills such as frt, juy, das, words can be used, as fur, jug, rut, dad, lash. Word-lists emphasizing first the home keys, then the other rows of keys, can be added. The dictated spelling-tests may be introduced in the second semester.

Does the spelling learned in typing class carry over to the English class? That is a factor difficult to determine, but conferences with English teachers show there is an improvement in spelling and written work in many cases. If it carries over into any of the students scholastic or practical activities, it is worthwhile.

BUILDING MORALE

Frank Griffin, Physical Education Instructor and Athletic Coach, Wasco Union High School, Kern County

PRESIDENT Roosevelt set a goal for the nation in general and the schools in particular when he said, "We must put hard fibre into the American spirit and strong muscles into the American back."

Most schools, I believe, have accepted this challenge and have constructed programs of physical education built around events that require vigorous physical activity.

Furthermore, in preparing a program for physical fitness, we must provide for a kind of strength that goes with but carries a person beyond the limits of mere strength of body and strength of mind. This is the strength of spirit, the "hard fibre" demanded by the President.

A more common name for this strength of spirit is morale which Webster says is a mental state which renders a man capable of endurance and of exhibiting courage in the presence of danger. It deals with such mental factors as zeal, hope, and confidence.

Speaking as a coach, however, there is a definition that I like better and that is that morale is condition; good morale is good condition of inner man; it is a state of will in which you can get the most out of the machinery with which you have to work, deliver blows with the greatest effect and take blows with least depression and hold out for the longest period of time.

Morale is fighting power, staying power, and strength to resist the mental infections which fear, discouragement, and fatigue bring with them.

Psychologists and physiologists have found out by experimentation that there is a direct connection between the mind and the body. The school systems of many of our states, realizing that healthy bodies help to make healthy minds, have instituted compulsory physical education for both boys and girls. Many schools also

include physical examinations and correction of remedial defects in the PE Program. In too many schools, however, most of the emphasis has been put on the extra-curricular athletics, the major sports, and the general student has been neglected. This condition is now rapidly being corrected.

Don't misunderstand me. If I didn't believe in competition I wouldn't be a coach. Competition is the basis for most of our activities. Morale is best developed through a program of activities that involves the competitive factor, the measuring of one individual's ability against that of another. Soldiers and civilians alike must have stamina. This is best gained through physical activity. The boy who opens a hole for a touch-down plunge, the one who finishes a hard race, the man

or woman who is able to carry on a hard days work have all gained something valuable. They have gained the confidence that their bodies can be made to go on even when they feel like dropping out. This is morale.

The range of recreational activities is wide and includes not only a strenuous program, as I have been speaking of, but any type of pastime that is satisfying to any particular person. Recreation deals with a kind of activity that is engaged in without compulsion and which usually brings immediate and direct satisfaction to the participant. Well-developed recreational programs reach out to meet the needs of all people of all ages and may include, besides competitive sports, such things as picnics, community sings, forums, instruction in handcraft, woodwork, machine-shop, dramatics, checkers, and almost any activity that can be mentioned.

All have the same purpose however and that is, to make the individual feel better, both mentally and physically

How to Study California

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by

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and

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through a release of fatigue and a change of activity.

All America is now geared to one purpose — win the war. All war-time operations for both soldier and civilian demand peak performance. Win we will, but not without a fight that is going to test each one of us. Let's each of us ask ourselves this question — Will I be able to take it? If the answer is no, let's start getting ready so we can "take it." Get into some recreational activity that you like and is suitable to you and have some fun. Let's make "Victory Through Fitness" our motto and interpret it to mean strength of mind, strength of body, and strength of spirit.

* * *

Mathematics for Victory, Emergency Course, by Mallory, issued by Benj. H. Sanborn & Co., 221 East 20th Street, Chicago 16, is an excellent course by a member of the Committee on Pre-Induction Courses in Mathematics; 440 pages, illustrated; price \$1.64.

* * *

Freedom's Call

A STIRRING song of freedom, justice and peace, entitled Freedom's Call and popularly known as the American Marseillaise, composed by Felix Schreiber, founder and general director of American Institute of Fraternal Citizenship, 1634 Telegraph Avenue, Oakland, has received many commendations from people of national and international fame.

Now in its 4th edition, copies of this beautifully printed and patriotic piece of music may be obtained at 50c each by addressing Mr. Schreiber as above, or Non-Profit Publishers, 1634 Telegraph Avenue, Oakland.

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TIPS FOR TEACHERS

A WORD ABOUT GOOD IMPRESSIONS

Otis A. Crosby,* President, School Public Relations Association

FIRST impressions, most valuable relations with the public and the pupils, are often lasting. The initial weeks of school offer choice opportunities to make contacts with the home that do much to spell success for the school and the teacher. The goodness of the school in terms of public appraisal is invariably established through the goodness of the teacher as interpreted by the individual pupil.

A young teacher from California attracted considerable attention some time ago when she revealed that she had made at least one positive contact with each home represented in her classes before the first card-marking.

"Junior is showing keen interest in arithmetic," "May always comes to class neat and clean," "Bob is pleasantly polite," "Sally is a good reader"

* Editor, Detroit Schools Magazine, 1346 Broadway.

—always a comment to elicit pride within the home and incidentally pride within the pupil. The first goal of salesmanship had been achieved by this teacher.

A phone call, a brief note, a casual meeting on the street, or a visit to the home—the total job may require "overtime" but the foundation is secured, respect and admiration is gained, and their first impression of the teacher is positive.

If later it becomes necessary to contact the home regarding poor marks or discipline or any of the common "offside" plays of youth, it is an easier task and the gate is opened by a friendly hand.

First impressions — so easy to make and so very, very valuable in times of need — do an indeterminable amount of good in establishing friendly relations between the school and the public.

Science Talent

SCIENCE and the Future, an illustrated bulletin of 140 pages, comprising the winning essays and report upon the Second Annual Science Talent Search for the Westinghouse Scholarships.

This admirable document, the product of boys and girls of high school age, is issued by Science Clubs of America, administered by Science Service, 1719 N Street, N.W., Washington, D. C.

The purpose of the Annual Science Talent Search, conducted by the Science Clubs of America for the Westinghouse Science Scholarships, is to discover the boys and girls who have scientific ability and then see that something is done about it.

This book is being distributed in order that school officials, teachers, club sponsors and students themselves will have a better idea of the purpose and methods of the Search being conducted during the first half of the present school year. Rules and regulations for the current Search are included.

In a very short time, the annual science Talent Search has become an institution and a tradition. There has been an approving response from the educational world. In both the first and second Searches, practically all of the top 300 contestants, those who won trips or honorable mentions, were offered desirable scholarships by one or more colleges or universities, in some cases totalling thousands of dollars.

HOUSING AT NEEDLES

HOUSING TEACHERS IN AN ISOLATED DESERT COMMUNITY

Glen T. Goodwill, District Superintendent of Schools, Needles, San Bernardino County

NEEPLES School District, which includes 6,000 square miles of desert territory in the eastern end of San Bernardino County, 225 miles from the county seat, has experienced new problems in the selection of a competent teaching staff.

The City of Needles, with a pre-war population of 3,700, has almost doubled in size as a result of increased activity of the Santa Fe Railroad and the concentration of military personnel and their families in the Desert Training Area.

Even in pre-war days a housing shortage existed and teachers found it extremely difficult to find suitable housing. During the last half of the 1942-43 school year the school administration and board of trustees gave considerable thought to this problem. They realized that a great shortage of teachers in California was imminent and that if the problem was not solved many teachers would not sign contracts to return to the district after the close of the year.

It was the opinion of the board of trustees that if the community did not provide suitable housing for teachers the district should assume that responsibility. As a result of this decision a rooming house, completely furnished and large enough to accommodate 15 faculty members, was purchased.

Before the transaction was completed the school office was swamped with applications for rooms during the summer months. The district had no intention of going into the hotel business, but pressure was so great the dormitory was operated as a hotel during the months of July and August. The Office of Price Administration had established daily rates which were adopted by the school district.

At the termination of this period the books were balanced showing receipts totaling 12% of the total purchase price of the property. The

building has a reception-room, dining-room, and kitchen where teachers have the privilege of cooking meals. Only single women teachers are given accommodations in the dormitory, and they pay reasonable rents sufficient to make the enterprise self-supporting.

A Federal Housing Project has recently been completed in the community and the school administration has succeeded in securing the certification of the school district as eligible. This means that 6 school-district employees with families have adequate housing in an isolated desert commu-

nity. As a result of these and other efforts on the part of the school administration to relieve tension of teachers the Needles Schools have a complete teaching staff during the 1943-44 school year.

* * *

The Allied Youth, now in its 12th volume, is an illustrated bulletin issued monthly except August by a highly important national society, Allied Youth, of which W. Roy Breg is executive secretary and with offices at NEA Building, Washington 6, D. C.

Allied Youth is an organization specializing in the field of alcohol education. It charters and services local Posts, encourages better recreation, stimulates and directs study of the alcohol problem, conducts research, prepares and distributes literature, serves high schools and libraries and otherwise carries on an extensive program.

A Helpful Hint for You

This War is proving the usefulness of a good many things we have overlooked or thought unimportant. And, one of these things is the usefulness of chewing Gum. From the experience of men on SUBMARINE DUTY, we think there may be an idea worth trying out with restless youngsters chewing the ends of their pencils, tensely trying to do their Homework. On a Sub when an unidentified ship is sighted all men are ordered to their battle stations. This is a moment of crisis. At this time of terrific strain, we are told, the men have discovered that chewing Gum helps relieve their super-charged tenseness of feeling and gives them a sense of better concentration and attention. To be sure such a crisis and the kind youngsters experience with Homework are not one and the same thing. But doubtlessly you already see the application. . . . So, why don't you let this Submarine helpful hint take root with you? Give those children who need this boost the pleasant surprise of suggesting they chew some refreshing, delicious Wrigley's Spearmint at Homework time. There just isn't anything of more pure, wholesome quality.

The Makers of Wrigley's Spearmint bring you this information because the demand exceeds our ability to produce enough of this quality Gum under War conditions, and we believe it but good business to urge that every available stick of Spearmint be used only when and where it is most helpful.

ARMY INTERVIEWER

JUST EXACTLY WHAT DID YOU DO?

Pvt. Tom. G. Bastyr, Classification Section, Service Command Unit 1950, Arlington Reception Center, Arlington, Riverside County

YOU were a production planner? You were a shipwright? A sheet-metal worker? Well, just exactly what did you *do*?"

Separating the ambiguous title of a job and the actual duties of such a job is one of the main problems to be solved in my present work. I was called from the classroom recently, when my number came up. Now I have a new vocation, at least for the duration.

I am an Army interviewer.*

I have one of the most important jobs in the service. If I do an accurate and complete job in interviewing an inductee, the Army will be rewarded by having a worker who fits his assignment. More important to the man, he will be happy in his work, because he will be doing work for which he is best equipped.

But! Let me become bored with my work or impatient with a shy or inarticulate newcomer, and that man may be called upon to perform a job, under battle conditions, for which he has little aptitude. The cost of such an interview may be much in money spent in training; it may mean, ulti-

mately, the loss of many precious lives of that man's company.

There are about 20 interviewers in the section at the reception center where I am assigned. Almost all of them are limited service men, due to minor physical disabilities. All of them have been trained for interviewing *by the Army*. None of them was a "classification specialist"—the goal of all interviewers who want to stay in this type of personnel work—before he entered the service.

Bases of Selection

The bases upon which they were selected for this week were fourfold:

1. A superior score in the Army general classification test must have been attained.
2. A broad background of experience—as opposed to some narrow or specialized type of work. This is at once evident when one looks around our section. The most frequently represented profession is that of teaching. Two college professors, and three high school teachers make up this contingent of the interviewers.

Others include a radio announcer, a reporter, a branch manager of an automobile-supply company, and that red-head served as a translator of foreign language propaganda in the Library of Congress in Washington.

The oldest man in the section is 44. He had only 2 years of formal education, but was for 20 years a foreign correspondent, with his headquarters in Paris. He left Paris when Hitler marched in, sailed for the United States from Lisbon.

Three lawyers, a draftsman, a salesman, a jeweler, a paper manufacturer, a motion-picture special effects man, and several college students caught in the draft, make up the remainder of the interviewing personnel.

I have enumerated them to illustrate the fact that they are intelligent men from a variety of professions. They are not a super-race of specialists, immersed in occupational theory, far removed from the practical problems confronting the ordinary jobholder.

3. The third requisite is a congenial personality—"easy to talk to"—for the purpose of drawing out significant information from an interviewee in a friendly manner. This may be the last chance the man will

have, during his period of service, to talk informally regarding his own particular problems. The good interviewer has to be a good listener.

4. The last requirement is a sense of curiosity about people and their experiences. This is to safeguard the interviewer himself, to prevent him from becoming bored with the routine details connected with the work.

An Army interviewer must be a stickler for accuracy. The duties of one inductee who says he was an office manager might be quite different from the duties of another man who considers himself under the same title. Some interviewees have a hard time "being themselves". One will pad his job a little, by exaggerating the responsibilities which he has borne, while another will tend to underestimate his ability and achievements.

Only by careful questioning and shrewd judgment can a fair classification be made for some men. Short oral trade tests are frequently used by the interviewer to assist in determining correctly the proper title for a man's work.

The boy who has always "liked to work around cars" is sized-up quickly, with the help of a 15-question test in auto-repair. If he really knows his stuff, he is worth training to more advanced mechanical work. But, if he indicates by his answers that it has been just a *desire* to repair motors, without the experience or technical knowledge required of a mechanic, then perhaps his best opportunities lie in some other field.

Definite Skills

Sometimes a man comes into the Army with a definite skill in a job of which he is tired. He hopes, if, for example, he is a cook, that he never has to look another potato in the eye. It can be seen, however, that this man can best serve by doing the work in which he excels. So, we interviewers have the task of uncovering that ability, and leaving it up to the classifier to decide whether or not he should be used in that capacity. After all, that's just using our manpower sensibly.

The qualification card, which I fill out for a man on his second day at

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UNIVERSITY OF IOWA
Iowa City, Iowa

* This article was written in June. The Arlington Center is now a special training unit for illiterates. Private Bastyr is now in the Army Clerks School, Boise, Idaho.

the reception center, will become his permanent Army record. Besides occupational data, the man's record of education test scores, hobbies, special interests and abilities will accompany him wherever he is sent. His future officers, who will not know him from Adam, will use my information as a basis for singling that man out for advanced ratings, for special duties, for technical training—or, for ignoring him as a potential leader or bearer of vital responsibilities.

Changes in the man's rank and training will be noted on the card as he progresses. After the war, the card may be used as a guide for introducing him into civilian life again, for sweeping changes will have to be made in handling the manpower released by a demobilized army.

So—!

Do you see what I mean when I say that I have a job that has to be approached with sincerity and humility? That a lot depends on these interviews? I think I'm lucky to have the job. It makes me feel that I am contributing to a more efficient prosecution of the war, and speeding the victory and peace to come.

RADIO COMMUNICATIONS

Earl D. Parkhurst, Supervisor of Berkeley Evening Trade School, Supervisor of War Production Training for Berkeley

BERKELEY Evening Trade School trained in Radio Communications a group of 25 colored soldiers from Camp Ashby, Berkeley. The class, conducted Monday through Thursday from 3:15 to 5:15 pm, gave these men 86 hours of training. Milton R. Winsby was the instructor in charge of this class. Mr. Parkhurst reports:

Lieutenant Richard Spies, Communications Officer at Camp Ashby, hoped that these men would attain a speed of 15 words per minute. However, we believe that they will be able to attain 20 words per minute, the normal civil commercial requirement. With the exception of one man, no previous experience in Radio Communications has been had by the group. At present, at the end of the 23d day, all of these men can copy 12 words per minute, and five of them are now receiving 18 words per minute. All indications are that these

Scripta Mathematica

SCRIPTA Mathematica, published by Yeshiva College, 186th Street and Amsterdam Avenue, New York City, is a noteworthy quarterly journal devoted to the philosophy, history, and expository treatment of mathematics; editor is Jekuthiel Ginsburg.

The college also publishes Pictorial Mathematics (portfolios and single plates); Scripta Mathematica Library (original works by contemporary scholars); and Facsimile Editions (reproductions of out-of-print classics on mathematics).

For free distribution among educational institutions are the following items:

1. Portrait of Pythagoras and biography by Professor C. J. Keyser.
2. Symposium on the Life and Work of Rene Descartes.
3. A large portrait of Sir Isaac Newton (in connection with the tercentenary celebration of his birth).
4. A portrait of Copernicus (published in connection with the quadricentennial of his death).

Institutions may obtain this material free of charge by writing to Scripta Mathematica, at the above address.

Radio is being used to such a large extent that hundreds of men are needed to take over this vital job of communications. Lieutenant Spies says he wishes every soldier could receive and send at least 10 words per minute.

These men are also being trained to manipulate the radio transmitters and receivers so that they can be efficient operators under any condition. They are taught how to form the character of the code properly and precisely when transmitting and are taught to make neat and correct copy. They must be efficient and rapid workers. Speed in code work comes through practice only. The class is so set up as to eliminate undue distraction while learning, with comfortable chairs, good light, and elimination of outside noise.

* * *

The Pacific Coast

FACTS on the Basic Economy of the Pacific Coast is an unusually significant research document of 20 pages with 4 large basic resources maps (California, Oregon, Washington, Arizona) published by Foster and Kleiser Company, 1675 Eddy Street, San Francisco.

This timely portfolio, by means of large, clear maps and tables, presents authentic basic data of great value to teachers in universities, colleges, secondary schools, and the upper grades of the elementary school.

Cyril Wright, who assembled and wrote this brochure, and those who assisted him, merit sincere congratulations.

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EVENING COLLEGE

HOW IT IS DONE AT SANTA ANA JUNIOR COLLEGE, ORANGE COUNTY

IF you want to save dwindling junior college enrollment, open an Evening Division with all classes carrying college credit.

That at least appears to be the happy solution at Santa Ana Junior College this year, where inauguration of a night schedule has resulted in retaining a large part of the enrollment despite heavy losses in the day school. According to a report made by the Orange County school, the total decrease in enrollment is only 80 students, which is less than 10% of the 1942-43 registration.

Launched last fall to save declining day classes, the new Santa Ana evening division opened in October, 1942, with 170 students attending classes. This October the night enrollment exceeded 425 and is expected to reach 500 when the next quarter opens in January.

The night idea was helped along considerably, according to Director John H. McCoy, by a decision last spring to run a Twilight Summer Session with all classes scheduled between 6 and 10 p.m. Attracted by the opportunity to work during the day and study at night, a total of 269 completed the summer evening work and proved to be good advertisers for night classes.

In view of this, the fall program was enlarged to 30 different offerings, with credit ranging from 1 to 6 units for the quarter's work. Classes meet for 2-hour periods and are scheduled Monday through Thursday. Friday evenings are kept free, as it was found that students do not attend regularly the last school night of the week.

Part of the success of the new jaycee night division can be attributed to the Santa Ana Board of Education, which approved several of the courses for teacher "hurdle" credit, the director said. This makes it possible for teachers to meet requirements of the local salary schedule right at home and solves a serious transportation

problem that otherwise would have developed had teachers endeavored to continue "hurdle" work at UCLA or USC. About 50 teachers in the city system are taking advantage of this opportunity.

Enrollments in the various night classes are surprisingly good considering the fact that this is only the start of the second year of night work, and that full college standards are maintained. The evening school is not connected with Adult Education, which is an entirely separate undertaking in Santa Ana. Both programs have been arranged, however, so as to eliminate many duplicate courses.

A sampling of the college evening class registrations shows the following enrollments: History of the Far East, 50; refresher mathematics, 18; chemistry, 12; choral practice, 18; interior decoration, 18; blueprint reading, 25; European history, 10; navigation, 25; physics, 18; psychology, 26; shorthand, 33; typing, 20; beginning Spanish, 35; English composition, 12; philosophy, 25.

J. Russell Bruff, former head of the Santa Ana science department, who spent last year on sabbatical leave at University of Mexico, is offering a course titled Survey of Mexico, with 18 students enrolled. Beginning Japanese was also introduced in the night program for the first time and has about 20 in regular attendance.

ALL in all, the experiment to date has proved very satisfactory and we plan to continue the night offerings this winter," McCoy writes. "Many of the courses are not duplicated in the day program, which helps to give the night division an attraction it might not otherwise offer. Our own feeling in the matter is that the offering of college credit at night will save the junior college during the present emergency. That alone makes it most worthwhile, not to speak of the many additional people we are reaching in the community. Moreover, we are keeping the faculty intact by filling our weak day programs with evening class work."

* * *

Spanish is the theme of Report 14, in a series on the adjustment of the college curriculum to wartime conditions and needs, issued by U. S. Office of Education, Washington, D. C., and brought to our attention by Dr. Henry Grattan Doyle of George Washington University, editor of *Hispania*, a journal devoted to the interests of American Association of Teachers of Spanish.

Films for Schools

FILMS Incorporated has issued its new, 64-page, illustrated catalog of 16mm movies, both shorts and feature-length studio productions, for the enrichment of the school curriculum. Art, biology, economics, geography, history, physics and psychology are some of the subjects covered in the catalog.

The newest form of visual education is an auditorium showing of selected feature-length programs, seen by the entire school and later discussed by individual classes in conjunction with study-guides prepared by educational experts. Such scholarly analysis of the finest feature-length films helps teachers impart to their pupils an understanding of man's responsibility for the world he makes.

Many California schools will desire to avail themselves of this comprehensive catalog and film service.

Films Incorporated announces 3 notable additions to its already famous 1943-44 school list. The new titles are, — Alexander Graham Bell; Stanley and Livingstone; Young Mr. Lincoln. These magnificent full-length 16mm films are now available for the first time at sliding scale rental rates. For full details address Screen Adettes, Inc., 1709 West 8th Street, Los Angeles 14.

Home offices of Films Incorporated are at 330 West 42nd Street, New York City, 18. Other exchanges are at 1709 West 8th Street, Los Angeles, 14; 314 S.W. Ninth Avenue, Portland, 5.

* * *

Educational Films

Educational Film Catalog, issued by University of California Department of Visual Education, a book of 350 pages, is a comprehensive descriptive catalog of educational 16 mm motion-picture films offered for loan. This important catalog should be in constant use in every California school which has motion-picture equipment.

Address University of California, Department of Visual Instruction, J. E. Latteana, executive secretary, Berkeley 4; G. M. Jamieson, Jr., executive secretary, 813 South Hill Street, Los Angeles, 14.

EDUCATORS GUIDE TO FREE FILMS
Horkheimer and Diffor, **THIRD ANNUAL EDITION**, September 1943, complete revision, includes 1943 releases, 169 pages, 2056 films, 3530 reels, 147 slidefilms, annotated, subject-classified, cross-indexed, title-indexed, 27-page **WARTIME EDUCATION** section; \$3.00.

EDUCATORS PROGRESS LEAGUE
Dept. C, Randolph, Wis.

Two Poems

Jean Hogan Dudley, Palomar Mountain,
San Diego County

Deer Prints

THE deer came through our apple
orchards
Last night, long before the sun,
And left their footprints by the grass
Where lightly, swiftly, they had run.

I wonder just what brought them down
From the dark woods and slanted hills,
To plains where pastures stretch for miles
And where the moonlight softly spills.

If only I had wakened then,
I could have waited by the sheaves,
Catching my breath to see the deer
Move, dark, beneath the moonlit leaves.

But since they passed while still I slept
(And though I know they are gone,)
I almost seem to see them yet —
Faint, in the silvery light of dawn.

Philosophies

I DO not trust in man's philosophies,
When dark green firs against a line of snow,
The smell of sea-fog in a misty breeze
That sweeps an inland slope, where lilacs
grow,
The dripping of a silver rain at dawn,
The solemn moon that sends its silvery
light
Down, sheer and still, to flood the open
lawn,
And mingle with the shadows of the
night, —
When these, and all of these, hold in their
core
Wisdom more deep than any man-made
speech,
The flowing waves of life, forevermore
Beyond the mind's slow, fumbling, outward
reach.

* * *

Food Practices

THE Construction of an Instrument for
Measuring Attitudes Toward Desirable Food
Practices, by George Robert Boyd, is a
recent bulletin issued by Bureau of School
Service, College of Education, University
of Kentucky, Lexington. Comprising 90
pages, illustrated, this research paper is a
part of an effort to develop instructional
materials relating to a diet which will result
in the improvement of dietary conditions in
the communities served by the schools.

USE ELECTRICITY WISELY —DON'T WASTE IT!



Electricity is vital to war production. Use it care-
fully and without waste. Check this light-saving list
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you of as much as half your light.
- ✓ Use white-lined lampshades. White re-
flects almost all light falling on it. Have
the outside of your lampshade any color
you please, but for light-thrift be sure
that the inside of the shade is lined or
painted white.
- ✓ Share the light—as well as the ride.
Arrange your furnishings so that at least
two persons can use each lamp.
- ✓ Place lamps close enough for eye-com-
fort. Even a few inches farther away
can mean fifty per cent less light.

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In Memoriam

California School People Recently Deceased

Margaret Wyman Taylor, of Berkeley, teacher of Latin and German in Piedmont High School, passed away September 20, following a short illness. Born in Oakland, Miss Taylor was the daughter of East Bay pioneers. Her grandmother, Mrs. Benjamin Wyman, was the former Margaret B. Harte, sister of Bret Harte, California's noted author. Miss Taylor graduated from the University of California with the class of 1906, later receiving her master's degree at the same university. She has taught in the Piedmont schools since 1916. She was an active member of the Classical Association.

* * *

Cyrus D. Mead

John R. Edwards, Garfield Junior High School, Berkeley

OCTOBER number of Sierra Educational News carries the spontaneous memorial most appropriate to one who will always live in the hearts of a multitude of teachers as deeply and sincerely enthusiastic about their efforts. Dr. Mead always saw through the surface of incorrect spelling or faulty grammar to the spirit. He so firmly believed that children needed sympathy and understanding first.

The story he tells about the imaginative teacher at Golden Gate School and her thrilling experience in pupil-interest is a sample of the methods and type of skills Dr. Mead has been inspiring for some 25 years at the University of California.

Having the conviction that a teacher, any teacher, needed to know the field from end to end, I registered for Elementary Educa-

tion. There I found not only as keen a mind and delightful a person as was my fortune among so many scholars I appreciated at the University, but a teacher who gave me more ideas on how, when and why to teach than all the others put together. Today I cherish the best notes I took in my college career of his lucid, clear, orderly and inspiring lectures. To Dr. Mead I owe the realization that the classroom with the youngster was the acme of educational opportunity and service. To Dr. Mead I owe the happiness that has been mine with these youngsters in mutual pleasure and thrill of learning.

One of the reasons I have been glad to teach in Berkeley was that I might meet and have a chat occasionally with Dr. Mead. It will always seem only yesterday that I ran into him at our school office. His brisk light figure, his sparkling eyes and friendly, scholarly face did not seem a day older. He made me feel but a youth again, as he said, "How goes it, John?" I felt like replying, "It goes very well, Dr. Mead, because you charted the route so well, because you so expertly saturated me with a philosophy of education that is as wholesome as it is timeless."

Thousands like me can hardly realize he is on the other side of Jordan. Spiritually he is still our companion, recognizing our skills and sympathies, ready with encouragement and generous with praise. No student of Dr. Mead's will ever fail to praise and encourage a child more than correct and reprimand. Any teacher who has been inspired by Dr. Mead will not forget the whole child in his professional duties. The heritage from Dr. Mead will multiply through the ages as his pupils teach their pupils and build our democratic society of equal opportunity.

* * *

Occupations Today

GINN and Company have brought out a complete and enlarged revision of their widely-used textbook Occupations by John M. Brewer of Harvard, which first appeared in 1936 and quickly attained national recognition.

The fine new book, entitled Occupations Today, is by Brewer and Edward Landy, director of guidance, Montclair High School, New Jersey.

It brings up-to-date occupational information, gives due attention to the increased importance of governmental agencies in occupational life, has many new questions, exercises, and activities, and takes into account recent research studies; 390 pages, many illustrations and graphs; price \$1.64.

Three Book Reviews

Roy W. Cloud

THE Theater of The Golden Era in California, by George R. MacMinn, published by Caxton Printers, Caldwell, Idaho, is a scholarly and instructive exposition of the theater in California during its heyday. The author describes in detail the crude tents which were followed by rough buildings, then by ornate opera houses.

In these varied surroundings the first thespians performed. The audiences that gathered to see Edwin Booth, Lola Montez, Lotta Crabtree, Ole Bull, and the hundreds of others who contributed to the entertainment of our pioneers, saw performances that are unequalled today. Anyone interested in a wonderful phase of California's colorful history should read this book.

Mr. MacMinn is well acquainted with California history. In 1910, shortly after graduating from college, he became a member of the English faculty at University of California and was manager of the University Press. In 1918 he relinquished his place at Berkeley and became associate professor of English at California Institute of Technology where he still conducts his courses.

Asia Unbound, A Pattern for Freedom in the Far East, by Sydney Greenbie, published by Appleton-Century, is an interesting and instructive application of the Atlantic Charter as it would apply in Asia.

Mr. Greenbie has spent 25 years in China, Japan, India and Burma. He describes the people, the governments and the general conditions from his personal knowledge and understanding of the various problems. Asia Unbound is recommended by The Council on Books in Wartime; price \$3.

Tales of The Pioneers, by W. A. Chalfant, is published by Stanford University Press, price \$3. The author of this interesting series of stories for many years has been proprietor, editor, typesetter, and general all-around production manager of the Inyo Register of Bishop, Inyo County. He was born in Virginia City, Nevada, and has lived all of his life in the High Sierras. He knows the pioneers and his stories are real and interesting.

The first of the tales deals with Bodie. I was principal of the school in Bodie the year I graduated from Stanford and the first pioneer described in this little book was Mary McCann. Mary was the janitor of my school.

Every "Tale" is worth telling and reading. Mr. Chalfant is also the author of The Story of Inyo, Outposts of Civilization and Death Valley, the Facts.

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1. Come, broth - ers all, in ev - 'ry land, Of ev - 'ry race and creed.
2. 'Though wars be won, 'tis all in vain, Un - less we win the peace;
3. We'll blaze the trail for to - tal peace, To make the whole world free!
4. Come, bro - thers, let our voi - ces blend, In mar - ching songs for peace;

U - nite to save a war - torn world, Its prayers for peace to heed;
Till we, the peo - ple rise in strength Ag - gres - sion will not cease.
No long - er stand we na - tion - bound, World Cit - i - zens are we.
Sus - tain mor - ale with sing - ing hearts, Till wars for - e - ver cease!

Nor time, nor space our world di - vides "One neigh - bor - hood" be - hold!
"E - ter - nal vigi - lance is the price Of li - ber - ty" we're told.
U - nit - ed Na - tions of the World Man - kind shall yet be - hold.
A song, our u - ni - ver - sal speech; A mes - sage old re - told;

One God a - bove, one law of Love, One trust, one cause, one fold.

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Revised 1943

MADE IN U.S.A.

SONG For Peace by Anita G. Little of Concord, New Hampshire, reproduced in this magazine, April, 1939, appears in a revised version noted on page 24 of our October, 1943, issue.

We take pleasure in presenting above, through the courtesy of the author and composer, the revised edition. Although copyrighted, it was not written nor published for profit. Address Miss Little for copies; single copy 5c.

Mrs. Edith B. Joynes, president of NEA, has warmly commended the song as follows: "I particularly like the sentiment expressed in the verses of this song and hope it may become very popular. We have no universal language, but music is universal to all. Everyone understands and enjoys it regardless of the native tongue. It is particularly important that we have music during these critical times."

Starkey of Corning

EUGENE E. Starkey, 17, Corning High School, Tehama County, is California's Star State Farmer in Future Farmers of America organization. Starkey ranked at the top of 83 boys elected to State Farmer degree, previously selected from more than 8,000 members in California.

Star Farmer 1943 is a full-fledged dairyman, owning 16 purebred and high-quality grade Holsteins. He plans to enter the dairy business, renting an additional 35 cows from his father when Eugene finishes high school next June, and eventually buying out the parent's entire herd.

Young Starkey is a community and school leader as well as being an efficient farmer. He was chapter reporter and treasurer, regional treasurer, junior class president and is now student-body president at Corning High School. Standing third in a class of 59, he is a member of California Scholarship Federation.

Young Starkey earned about \$1,600 from his dairy enterprises during his first three years in high school, and now has investments amounting to \$1,500.

For two years, Eugene won the Tehama County contest sponsored by the Production Credit Association, analyzing sample applications for loans. His present herd sire was won as a prize in this contest. His father, an agricultural college graduate, prefers to work with his 3,000 turkeys and 1,000 chickens, and has agreed to turn the dairy part of the farm over to Star Farmer Eugene.

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COMING

November 1, 2 — Alameda County Institute for Elementary Teachers. Bret Harte School, Hayward.

November 1-15 — American Junior Red Cross Enrollment Campaign.

November 3 — Regional Educational Conference; auspices joint-committee National Manufacturers Association and CTA. San Francisco Junior College.

November 6 — California Business Education Association, Los Angeles and South-

ern California sections; joint annual meeting. Los Angeles High School.

November 6 — School Library Association of California, Southern Section; book breakfast, 9 a.m. Mannings, 319 West 5th, Los Angeles.

November 7-13 — American Education Week, 23d annual observance. Theme: Education for Victory.

Auspices National Education Association, American Legion, U. S. Office of Education, National Congress of Parents and Teachers.

November 11 — The Armistice Day of the First-World War.

November 13 — Western College Association; fall session. University of California Campus, Berkeley.

November 13 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 14-20 — Childrens Book Week; 25th annual celebration.

November 22, 23 — Alameda County Institute for High School Teachers. Hayward High School. **November 24** — Institute for all Alameda County Teachers. Oakland Civic Auditorium.

November 22-24 — Annual Teachers Institute; Fresno County. Fresno High School.

November 23 — California Schoolmasters Club; annual dinner meeting. Hotel Clare-

mont, Berkeley. Reservations may be made through A. L. McMillan, High School of Commerce, San Francisco.

November 23, 24 — Annual Teachers Institutes, CTA Bay Section, — Marin, Solano, San Mateo, Santa Clara Counties. High School of Commerce Auditorium, San Francisco.

November 25 — Thanksgiving Day.

December 3 — CTA Board of Directors; regular meeting. Biltmore Hotel, Los Angeles.

December 3, 4 — CTA State Council of Education and State Committee meetings. Biltmore Hotel, Los Angeles.

April 9 — Easter Sunday.

May 5 — Contra Costa County Teachers Institute. Richmond.

* * *

Public Education Society of San Francisco at its annual luncheon October 30, Sir Francis Drake Hotel, heard addresses by Dean Frank H. Freeman, Superintendent Curtis E. Warren, and others. President is Weston Settlemier, vice-president, Edgar M. Kahn, and secretary, Mrs. Emma Dacre.

* * *

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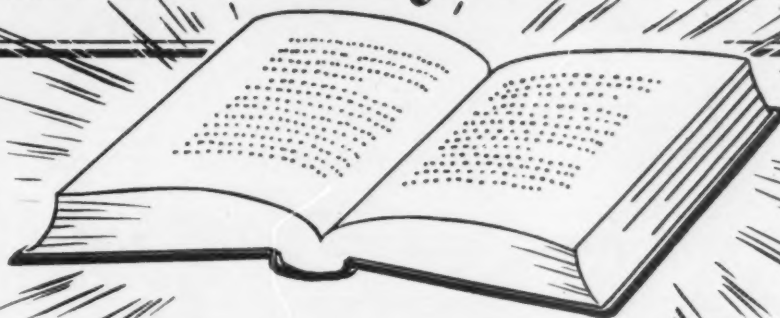
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